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ABSTRACT

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1972-73. The aims of the program were to show that second language learning is feasible and beneficial, can fit within the educational priorities of the Louisiana school system, and is valuable for both anglophone and, particularly, French-speaking children, who are at a linguistic disadvantage in the educational system. The performance and operational objectives used to measure achievement of these aims demonstrated that: (1) children are not harmed in promotional subjects by the program; (2) students throughout the state are affected similarly by the program; and (3) students in the program noticeably improve listening and comprehension skills in French. The relationship between oral proficiency and mastery of structure and lexical items was determined, as were the attitudes of parents and the educational community. Detailed information regarding the evaluation of each objective constitutes the body of the report. Appendices provide sample surveys and related illustrative data. A final section consists of an educational accomplishment audit for the program. (CLK)

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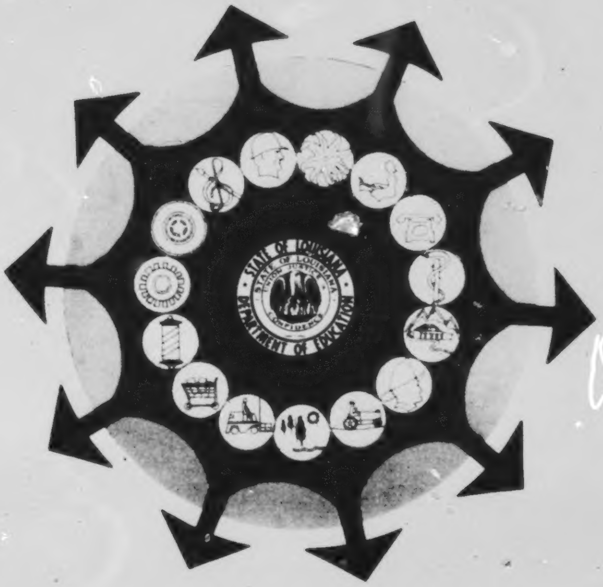

STATE WIDE CODOFIL PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

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EVALUATION REPORT
SUBMITTED BY
GHINI & ASSOCIATES
NEW ORLEANS, LOUISIANA
FOR THE
LOUISIANA STATE DEPARTMENT OF EDUCATION

EVALUATION REPORT

STATE-WIDE PROGRAM
of
FRENCH INSTRUCTION
at the
PRIMARY LEVEL

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FOREWORD

The Contractor certifies that he has personally visited some of the schools where the Program is implemented, that all reasonable and ethical care has been exercised in the processing of gathered data and to have made a fair and just interpretation of same as reflected in the body of this report.

Costantino Ghini, President
GHINI & ASSOCIATES

The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education or the Council for the Development of French in Louisiana, and no official endorsement by them should be inferred.

INTRODUCTION

In August of 1972, the Foreign Language Section of the Louisiana State Department of Education entered into an agreement with Ghini and Associates, a private, independent firm of educational consultants, to evaluate the State-Wide Program of French Instruction at the Primary Level for the academic year 1972-1973. The Program Coordinator and his Staff, Parish Superintendents, Supervisors, French Educational Consultants, Teachers and French-speaking Teaching Assistants cooperated fully and harmoniously assisted the evaluation team in its efforts to secure valid and reliable data for this report.

The evaluation design (see Annex B) was developed within the guidelines set by the Project Auditor and by the stipulated project aims and objectives. The magnitude of the undertaking played an important role in the orchestration of evaluative logistics.

While a program overview is provided (see Annex A), the following project aims represent the foundation and rationale of this pilot program.

A. The major aim of the program is to show that a program of second language learning is both feasible and beneficial and can fit within the educational priorities of the local school system of Louisiana.

B. A second aim is to show that a program of second language learning (FSL) is equally feasible and valuable for the anglo-phone children in the metropolitan areas and in rural parishes as well as for students in the French speaking parishes.

C. The third aim of the program is to show that a program of this type will have impact on the learner in the French speaking parishes who is at a distinct disadvantage due to the linguistic differences between French and English that tend to interfere with achievement and to isolate him from the main stream of educational opportunities offered to other students within the state.

For evaluative purposes these aims were converted into the following measurable performance and operational objectives:

1. To demonstrate that there is no significant difference in overall achievement in reading and math between experimental and control groups i.e., that the children are in no way harmed in the areas of their promotional subjects by the program.
--Evaluation through Metropolitan Achievement Test, post testing of Experimental and Control groups.

2. To demonstrate that students in different areas of the State are comparable and that their gains in verbal meaning and number facility will be similarly affected by French Language Instruction.
--Evaluation through use of SRA-PMA, pre and post testing, Experimental and Control groups.

3. To demonstrate that students included in the program will exhibit noticeable linguistic gains in the areas of listening comprehension and global understanding of French.
--Evaluation through modified version of Lafayette Parish French Test of Listening Comprehension and Global Understanding pre and post testing of Experimental group (See Annex C).

4. To demonstrate that students participating in the program

can exhibit minimal oral proficiency and mastery of both structure and lexical items in French within the confines of the amount of language presented.

--Evaluation through in-house instruments developed by the French Educational Consultants and the Foreign Language Section of the State Department of Education (see Annex D) to measure progressive bi-monthly structural and lexical French language objectives attainment, as set forth in the project instructional program (see Annex I).

5. To assess the attitude of the educational community toward a second language instructional program in the primary grades.

--Evaluation through poll-type surveys of anonymous response, administered to the participating parish Superintendents (See Annex E), Supervisors (see Annex E), Principals (see Annex F), and classroom Teachers (see Annex G).

6. To assess the attitude of parents whose children are participating in the program.

--Evaluation through a State-wide poll-type anonymous response survey (see Annex H) of a randomly-selected parent sample.

7. To assess general project climate and on-site program implementation.

--Evaluation through personal interviews of project staff and personnel during on-site visits.

Detailed information regarding the evaluation of each performance and operational objective is to be found in the body of this report accompanied, whenever possible, by supportive or illustrative data in the annexes.

GENERAL FINDINGS

Objective #1

The Metropolitan Achievement Test shows that there is no significant difference between Experimental and Control group students' achievement in Math and Reading. Therefore, dedicating one hour or 20% of the instructional day to second language learning has not harmed children's performance in promotional educational skills as was feared by many local educators.

Objective #2

The SRA-PMA Test shows that children in different areas of the State are comparable; and that French language instruction affects their gains in verbal meaning and number facility in a similar manner.

Objective #3

Analysis of pre and post test results modified French Test of Listening Comprehension and Global Understanding shows statistically and educationally significant gains at the .005* level of confidence.

That is, the children participating in the program have made significant gains in their listening-comprehension and global understanding of French. The Orleans Parish's third graders, urban children, have also made statistaically and educationally significant gains at a .0005** level of confidence.

---

*Probability of only 5 cases in 1000 that differences in scores have occurred by chance.

** Probability of any 5 cases in 10,000 that differences in scores have occurred by chance.

Objective #4

The bi-monthly progress reports from the French Teaching Assistants indicate that mastery of the linguistic content (continu linguistique) surpassed minimal expectations which were stated as follows: 35% of the children participating in the French Program will exhibit mastery of all structures and lexical items presented.

An analysis of these reports shows that 46.6% of participating students mastered all grammatical structures presented an 55.3% mastered all lexical items presented.

Objective #5

The Superintendents and Supervisors were satisfied with the French Instruction Program in their Parishes (93%). Eighty-two percent of the respondents felt the program should be expanded and 14% that it should remain the same for next year. None was in favor of its elimination. The vast majority was satisfied with the state level coordination (75%) and with the evaluation of the program (83%).

The Principals also felt extremely satisfied with the program, 75% very satisfied, 20% somewhat satisfied, and 91% of them felt that the program should be continued next year. Their ratings of the French Teaching Assistants reveal an overall high level of acceptance and of excellence in performance even under adverse socioeconomic conditions.

The Louisiana teachers involved in the program felt highly satisfied with the program (67%), they feel it should be continued (89%), that the children are interested in learning French (86%) and that the program can improve the overall quality of education in their classroom (76%).

They are generally very satisfied and happy with the French teaching assistants assigned to their classrooms.

Objective #6

The parental survey shows wholehearted desire and support of parents for their children to learn French (96.77% of respondents) and a feeling expressed by 76.5% of them that their children's attitude toward French and French culture had been positively and greatly affected.

Objective #7

Several schools were visited by the evaluators, classes were observed, teachers and French Teaching Assistants were interviewed. In general, the evaluators found the classes proceeding according to accepted practices with French Teaching Assistants encouraging pupil participation.

A great deal of enthusiasm was observed among the pupils. The teacher variable was, as in all instruction, of paramount importance to the general classroom level of achievement. The French Teaching Assistants interviewed possessed technical competence and sensitivity. Some were quite gifted and creative on their approach to instruction. Overall onsite observations ranged between very good and excellent.

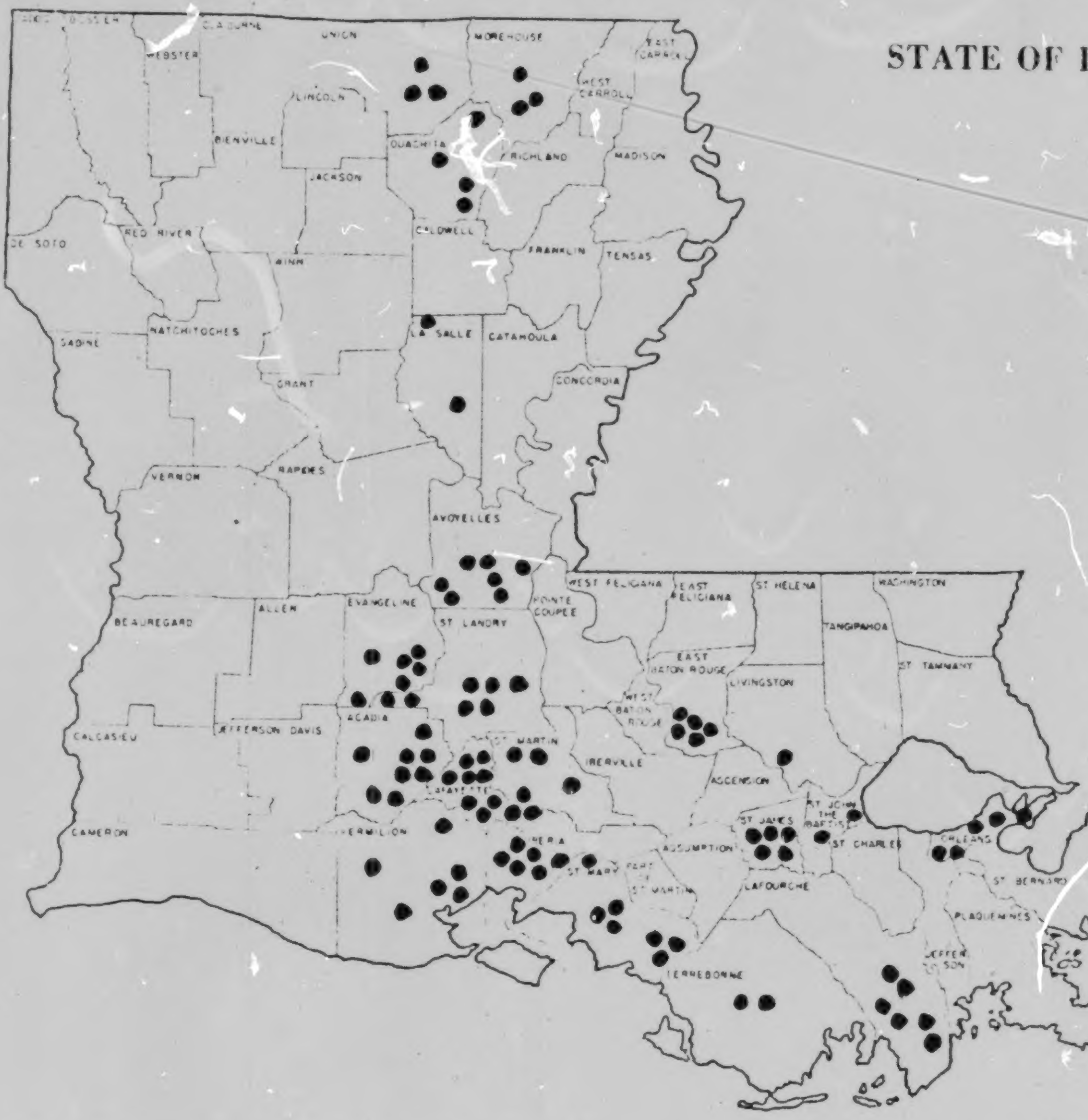
In summary, the Program has exhibited many of the problems that are normally expected during the first year of a sizable educational project. It has had to deal with extraordinary linguistical complications such as the utilization of numerous professional foreign nationals; however, it has functioned at a high level of efficiency and has achieved all the expected performances and operational objectives.

GENERAL PROGRAM DEMOGRAPHIC STATISTICS

20	Parishes
95	Schools
6	Kindergarten Classrooms
323	First Grade Classrooms
171	Second Grade Classrooms
41	Third Grade Classrooms
4	Fourth Grade Classrooms
545	Classrooms in Program
16,000	Pupils (approximate)
100	French Teaching Assistants
7	French Educational Consultants

REGIONS	PARISHES
North	Morehouse, Union, Ouachita, LaSalle
Southwest	Avoyelles, Evangeline, St. Landry, Acadia, Lafayette, St. Martin, Vermilion, Iberia, St. Mary
Southeast	East Baton Rouge, Livingston, St. James St. John, Lafourche, Terrebonne

PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL - PLACEMENT OF TEACHERS


BOSSIER
CLAIBORNE
WEBSTER
UNION
MOREHOUSE
EAST CARROLL
WEST CARROLL
LINCOLN
BIENVILLE
OUACHITA
RICHLAND
MADISON
JACKSON
CALDWELL
FRANKLIN
TENSAS
DE SOTO
RED RIVER
WINN
NATCHITOCHES
SABINE
LA SALLE
CATAHOULA
CONCORDIA
GRANT
RAPIDES
VERNON
AVOYELLES
WEST FELICIANA
EAST FELICIANA
ST HELENA
WASHINGTON
POINTE COUPEE
BEAUREGARD
ALLEN
EVANGELINE
ST LANDRY
TANGIPAHOA
ST TAMMANY
EAST BATON ROUGE
LIVINGSTON
WEST BATON ROUGE
CALCASIEU
JEFFERSON DAVIS
ACADIA
ST MARTIN
IBERVILLE
LAFAYETTE
ASCENSION
ST JOHN THE BAPTIST
ST JAMES
ORLEANS
CAMERON
VERMILION
IBERIA
ST MARY
ASSUMPTION
ST CHARLES
ST MARTIN
LAFOURCHE
ST BERNARD
PLAQUEMINES
JEFFERSON
TERREBONNE

STATE OF LOUISIANA

ACADIA
AVOYELLES
EAST BATON ROUGE
EVANGELINE
IBERIA
LAFAYETTE
LAFOURCHE
LASALLE
LIVINGSTON
MOREHOUSE
ORLEANS
OUACHITA
ST. JAMES
ST. JOHN
ST. LANDRY
ST. MARTIN
ST. MARY
UNION
VERMILION
TERREBONNE
STATE DEPARTMENT OF
EDUCATION

SRA-PMA TEST

The Science Research Associates Primary Mental Abilities Test, SRA-PMA, was selected to test the comparability of students statewide and the possible effects of French instruction in two basic learning areas. The two subtests used were the Verbal Meaning and the Number Facility Test.

The Verbal Meaning test measures the ability to understand ideas expressed in words. The Number Facility test measures the ability to work with numbers, to handle simple quantitative problems rapidly and accurately and to understand and recognize quantitative differences.

In as much as most of the parishes routinely test all first graders at the beginning of the year with the SRA-PMA, it was felt that accurate results could be obtained statewide and that post testing could be limited to a randomly selected sample. The first grade population consisted of approximately 310 classrooms and the sample consisted of 45 classrooms (14.52%). The Control group, also obtained by random selection, was half as large as the Experimental group.

The first experimental hypothesis advanced was that children throughout the state are comparable as measured by the Verbal Meaning and Number Facility Subtests of the SRA-PMA Test.

Tables 2-1, 2-2, 2-3 and 2-4 present the statistics supporting the hypothesis. Analysis of Covariance were performed to assess the main effects of region. In each case, for Verbal Meaning (F = 1.82, p. .05) and Number Facility (F = 1.71, p. .05), the North, Southwest and Southeast area post-test means, when adjusted for pre-test differences, did not differ significantly.

Table 2-1
Means, Adjusted Means, Standard Deviations
and Numbers for the SRA-PMA Verbal Meaning
Subtest by Geographic Areas (Experimental)

Verbal

	Mean	Adj. Mean	S. D.	N
North	39.57	39.50	4.35	8
Southwest	36.87	36.94	5.00	29
Southeast	37.77	37.61	3.44	8

Table 2-2

Summary of Analysis of Covariance
For the Experimental Group
SRA-PMA Verbal Meaning

Subtest by Geographic Areas

Source of Variation	df	MS	F	P
Area	2	20.69	1.82	.05
Within	41	11.35		
Total	43			

Table 2-3
Means, Adjusted Means, Standard Deviations
and Numbers for the SRA-PMA Numerical Facility Subtest
by Geographic Areas (Experimental)

Numerical Facility

	Mean	Adj. Mean	S. D.	N
North	21.51	21.61	2.07	8
Southwest	20.55	20.56	2.50	29
Southeast	16.55	20.30	3.06	8

Table 2-4
Summary of Analysis of Covariance for the Experimental Group SRA-PMA Number Facility Subtest by Geographic Area

Source of Variation	df	MS	F	P
Area	2	4.22	1.71	.05
Within	42	2.46		
Total	44			

Therefore, it can safely be stated that according to test results, children in the different geographical areas are comparable.

The second experimental hypothesis was that Experimental pupils--those engaged in French language education--would perform as well as Control pupils on the Verbal Meaning and Number Facility Subtests of the SRA-PMA Test. This is, no differences in performance were anticipated between Experimental and Control pupils.

Tables 2-5, 2-6, 2-7 and 2-8 present the relevant statistics for this hypothesis. Analysis of Covariance were performed in order to assess the main effects of treatment. In both cases, for Verbal Meaning (F = .92, P .05) and Number Facility (F = .76, p .05), the Experimental and Control post-test means, when adjusted for pre-test differences, did not differ significantly.

Table 2-5
Means, Adjusted Means, Standard Deviations and Numbers for the SRA-PMA Post-Test

Verbal Meaning

	Mean	Adj. Mean	S.D.	N
Experimental	37.51	37.79	4.68	45
Control	37.59	37.02	4.27	22

Table 2-6
Summary of the Analysis of the Covariance
for the SRA-PMA Post-Test

Verbal Meaning

Source of Variation	df	MS	F	P
Treatment	1	8.67	.92	.05
Within	64	9.45		
Total	65			

Table 2-7
Means, Adjusted Means, Standard Deviations,
and Numbers for the SRA-PMA Post-Test

Number Facility

	Mean	Adj. Mean	S.D.	N
Experimental	20.71	20.86	2.36	45
Control	20.82	20.52	2.95	22

Table 2-8
Summary of the Analysis of Covariance
for the SRA-PMA Post-Test

Number Facility

Source of Variation	df	MS (Adj.)	F	P
Treatment	1	1.72	.76	.05
Within	64	2.28		
Total	65			

METROPOLITAN ACHIEVEMENT TEST

The Metropolitan Achievement Test is a test to measure student achievement in the promotional subject areas of Reading and Mathematics. As a test it is widely known and acclaimed both for its content validity and its reliability. The evaluators were concerned that the presence of French instruction in the classroom would reduce pupil achievement in the promotional areas of Reading and Mathematics. This concern had a major dimension, especially as 20% of the instructional time in the target schools- one hour out of five- was utilized for French instruction. Normal expectation would have been for a decline in achievement levels.

For logistical and educational reasons, data were collected from a randomly selected, weighted sample. Of the twenty parishes involved in the program, seven were chosen which provided geographical dispersion, socio-economic variables and cultural representation. A randomly selected, weighted sample of both the experimental and control population was thus selected with the assistance of a table of random numbers. The study was based on second grade students to reduce the impact that Kindergarten instruction has on first graders. (Some of the schools in the study do have kindergartens while others do not).

While the sample classrooms were chosen randomly, not all of the control classrooms belong to Title I schools as did almost all of the Experimental classrooms. This is an important limitation, as Title I schools are so designated according to federally established criteria of educational or economic deprivation. This fact enhances the value of the experimental scores that might have otherwise been significantly different. For the purpose of the study, the State was divided into three geographic areas, the North, Southeast and Southwest.

The parishes in each area were as follows:

North: Ouachita and Union

Southwest: Acadia, Avoyelles and Iberia

Southeast: East Baton Rouge and St. James

The Experimental Group consisted of 22 classrooms of which 21 were ultimately used in the study (One was dropped due to improperly recorded scores.).

The total Experimental population in the second grade within the seven (7) parishes was of seventy-nine (79) classrooms, our sample (N= 21) represented 26.6% of the total population; a more than statistically adequate sample.

The Control group was of approximately 3/4 the size of the Experimental and definitely adequate for two-dimensional analysis of variance.

For analysis purposes the Experimental hypothesis tested was that:

There is no significant difference between Experimental and Control groups in their overall achievement in reading and math as measured by the Metropolitan Achievement Test, Total Reading and Total Math subtests. That is, it was predicted that, in the presence of French linguistic instruction, overall achievement would not be adversely affected.

Tables 1-1, 1-2, 1-3, and 1-4 present the relevant statistics for the hypothesis. Two-dimensional analysis of variance were performed in order to determine the main effects of treatment and region, and interactive effects of treatment by regions. In both instances, for Total Reading (F = 23, p .05) and Total Math (F = 15m p .05) no significant difference was found between the Experimental and Control treatment.

On the Total Reading Subtest (F = 1.95, p .05) no significant difference was found among regions.

While there is significant difference in Total Math achievement between the Northern area and both Southern areas, these differences existed in both the Experimental and Control treatments.

On both subtests, no significant interactive effects of treatment and region were found.

The Experimental hypothesis was sustained. It can be safely stated that no decrease in achievement takes place in the presence of French Instruction at the second grade level statewide.

Table 1-1
Means, Standard Deviations, and Numbers
for the Metropolitan Achievement Test
Total Reading

	Treatments		
	Experimental	Control	Totals
North	$\bar{X}$ = 60.15 S = 14.48 N = 3	$\bar{X}$ = 55.41 S = 6.49 N = 3	$\bar{X}$ = 57.78 S = 10.37 N = 6
Southwest	$\bar{X}$ = 54.94 S = 7.49 N = 14	$\bar{X}$ = 61.54 S = 6.04 N = 9	$\bar{X}$ = 57.52 S = 7.57 N = 23
Southeast	$\bar{X}$ = 67.49 S = 4.03 N = 4	$\bar{X}$ = 61.28 S = 9.39 N = 3	$\bar{X}$ = 64.83 S = 6.97 N = 7
Totals	$\bar{X}$ = 58.07 S = 9.23 N = 21	$\bar{X}$ = 60.26 S = 6.77 N = 15	

$\bar{X}$ = Mean average
S = Standard Deviation
N = Population

Table 1-2
Summary of the Factorial Analysis of Variance for the Metropolitan Achievement Test Total Reading

Source of Variation	df	Mean Square	F	P
Treatment	1	3.14	.23	>.05
Area	2	27.22	1.95	>.05
Interaction	2	24.58	1.76	>.05
Within	30	13.93		
Total	35			

Table 1-3
Means, Standard Deviations, and Numbers for the Metropolitan Achievement Test Total Math

	Treatments		
	Experimental	Control	Totals
North	$\bar{X}$ = 53.26 S = 5.89 N = 3	$\bar{X}$ = 56.32 S = 8.18 N = 3	$\bar{X}$ = 54.79 S = 6.59 N = 6
Southwest	$\bar{X}$ = 45.29 S = 5.92 N = 14	$\bar{X}$ = 49.40 S = 6.58 N = 9	$\bar{X}$ = 46.89 S = 6.38 N = 23
Southeast	$\bar{X}$ = 49.21 S = 5.02 N = 4	$\bar{X}$ = 44.92 S = 6.04 N = 3	$\bar{X}$ = 47.37 S = 5.48 N = 7
Totals	$\bar{X}$ = 47.17 S = 6.24 N = 21	$\bar{X}$ = 49.88 S = 7.34 N = 15	

Table 1-4
Summary of the Factorial Analysis of Variance
for the Metropolitan Achievement Test
Total Math

Source of Variation	df	Mean Square	F	P
Treatment	1	1.38	.15	$>.05$
Area	2	38.39	4.18	$<.05$
Interaction	2	10.47	1.14	$>.05$
Within	30	9.19		
Total	35			

Note:
df = degrees of freedom

F = F ratio

P = Probability

MS = Mean Square

Treatment = Total Experimental vs. Total Control

Interaction = One treatment does not work any better than any other in any given area

Within = Portion of total variance which is not accounted for by main or interactive effects.

Area = North vs. Southeast, North vs. Southwest, Southeast vs. Southwest

TEST OF FRENCH LISTENING COMPREHENSION AND GLOBAL UNDERSTANDING

The Test of French Listening Comprehension and Global Understanding was developed in-house by the staff of the State Department of Education Foreign Language Section with the assistance of the French Educational Consultants. The test was administered to all the pupils participating in the project. The test consists of three parts (see Annex C) or subtests. Section I consists of Verbal Meaning. Section II consists of Number Facility. Section III consists of Color Recognition. The tests are provided with teachers' handbooks both in English and in French.

The logistics involved in the printing and distribution of the 32,000 copies of the test (pre and posttest) were somewhat staggering to the relatively small sized staff of the Foreign Language Section of the State Department of Education. Somehow though, they managed within the time guidelines and the testing took place without undue problems.

A representative random sample of the participating schools was selected through the use of a table of random numbers. The test results were grouped by geographic areas: North, Southeast and Southwest.

The hypothesis was that students in the experimental program will demonstrate significant gains from pre to posttest on the French Test of Listening Comprehension and Global Understanding.

Tables 01, 02, and 03 present statistics relevant to this hypothesis. Multiple t-tests were performed to see if pre to posttest changes were positive and significant. In every instance save one, the differences between means were found to be significant. Significance was at the .005 level. The one instance where significance was not proven was in the Southeast area with the third section of the test. The results on this specific test section, Color Recognition, might be due to its very low ceiling and to very high pre-scores in that geographic area.

Orleans parish results were analyzed separately as they corresponded to third graders. Table 04 presents statistics relevant to analysis. A one-tail test was performed to see if pre to posttest changes were positive and significant. The differences between means were found to be significant at p .0005.

TABLE 01
Summary of t-tests for the
Experimental Sample Pre and
Post French Tests

Section I

	MEAN		S.D.				
	pre	post	pre	post	df	t	p
North	9.38	17.95	1.60	3.91	7	6.6.	.005
Southwest	11.85	18.00	2.24	3.44	23	8.43	.005
Southeast	13.25	17.99	3.04	3.39	7	7.27	.005

Note: degrees of freedom equals $N_1 + N_2 - 2$

Table 02
Summary of t-tests for the
Experimental Sample Pre and
Post French Tests

Section II

	MEAN		S.D.				
	pre	post	pre	post	df	t	p
North	4.41	6.14	1.07	.94	7	5.76	$p < .005$
Southwest	4.57	6.99	.91	.61	23	17.28	$< .005$
Southeast	4.85	6.37	.80	1.12	7	5.45	$< .005$

p = probability

Table 03
Summary of t-tests for the Experimental Sample Pre and Post French Tests

Section III

	MEAN		S.D.				
	pre	post	pre	post	df	t	p
North	1.93	2.90	1.05	.63	7	4.61	<.005
Southwest	2.05	2.95	.85	.50	23	6.36	<.005
Southeast	2.25	2.43	.72	.60	7	.87	>.05

Table 04
One-Tail test for the Experimental Universe of Orleans Parish Pre and Post French Tests

	df	MEAN	S.D.	t	p
PRE	6	20.42	1.47		
POST	6	24.23	.93		
				7.93	<.0005

SURVEYS STATISTICAL TABLE

	POPULATION *		SENT		RECEIVED		TABULATED	
	NO.	%	NO.	%	NO.	%	NO.	%
SUPERINTENDENTS	20	100	20	100	31 ++	79.41 ++	28 ++	71.8
SUPERVISORS	19	100	19	100				
PRINCIPALS	80	100	80	100	71	88.75	65	81.2
TEACHERS	545 +	100	545 +	100	350	64.21	290	53.2
PARENTS	16000 +	100	990	6.2	284	28.69	248	25.0

* Population figures are as accurate as possible, but some non-reported changed may have occurred espe teachers and parents.

NO. = Number

% = Percentage

** Includes: rejected due to mistakes or unclear response and received too late to be tabulated.

+ = Approximate figure

++ = Combined response

SURVEYS STATISTICAL TABLE

POPULATION*		SENT		RECEIVED		TABULATED		TOO LATE**	
NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
20	100	20	100	31++	79.41++	28++	71.80++	3	7.69
19	100	19	100						
80	100	80	100	71	88.75	65	81.25	6	7.50
545+	100	545+	100	350	64.21	290	53.21	60	11.00
16000+	100	990	6.2	284	28.69	248	25.05	36	3.64

e as accurate as possible, but some non-reported changed may have occurred especially among

e to mistakes or unclear response and received too late to be tabulated.

SUPERINTENDENTS AND SUPERVISORS SURVEY

Both the Parish Superintendents and the Supervisors were sent an anonymous response questionnaire. Out of a total population polled of 39, 28 responses were received in time to be tabulated and only 3 arrived too late to be included in the tabulation. The evaluators feel that this 80% response is not only very high, but also highly indicative of the interest and involvement of the educational administrative echelons in the Project.

As the questionnaires for the Superintendents and Supervisors were identical, it was impossible to differentiate the two administrative groups. As it was deemed unfair to expect the Superintendents to rate the French Teaching Assistants whom they had had few opportunities to observe, there was no tabulation of the responses pertaining to this item of the survey.

The Principals were also asked on their questionnaire to rate the teachers and as they are their most immediate administrative superiors, it was felt that the Principals' ratings should be as fair and true a description of the teachers as possible. The results of the Principals' survey include their ratings (see Annex F).

The Superintendents and Supervisors seem generally to be highly satisfied with the French Instruction Program. Only 7% felt somewhat dissatisfied and not a one felt very dissatisfied.

While the very satisfied respondents did not have many comments to make, the somewhat satisfied proffered several suggestions such as:

"Teachers complain about lost instruction time."

"Too much imposition on personnel not connected with the Program."

"The Program is very good, but I would like to see more small group instruction."

From a Very Satisfied respondent came the following comment:

"I believe for this program to be considered as enrichment is good, but I do feel the time allotment is questionable".

A Somewhat Dissatisfied respondent felt that "the French teachers do not plan well and do not try to reach the slow learners."

Regarding plans for next year, a full 82% would like to expand the program for the next year, and only 14% would like to see it the same size as it is this year. A respondent who wished the program to remain the same size mentioned that in his parish there are already 25 French teachers from a different funding project.

To the question of how they rated the special supervision received by the French Teaching Assistants from the French Educational Consultants, a full 86% of respondents rated it "Excellent" or "Good" and only 11% felt it was "Fair" with a 3% recording "No Answer."

Comments were varied but centered around not enough visits or supervision and of more specific recommendations for improvement of instruction.

When queried about any other facts about the Pilot French Program which should be brought to the Project Evaluator's attention, the following suggestions were proffered:

"Each Parish School System should receive a copy of an evaluation of French Assistants by the French Supervisor."

"First grade teachers felt that too much time was devoted to French."

"Teachers should be neater and develop more initiative."

"For parishes with no kindergarten, start French Program at second grade."

"Less imposition on local personnel."

"More time to receive and give tests before a final date."

"Too many misunderstandings about what these people's obligations are to the school system".

"The French Program helps the children to learn how to pay attention and practice self-control. Self-discipline will help in other subjects also."

"A variety of instructional materials from the State Department of Education at the primary level."

"Keep teachers in the area for which they are trained, e.g. high school trained for high school only."

The administrators were asked to rate the manner in which the Pilot French Instructional Program was coordinated on the State level and more than 3/4 of the respondents felt it was good to excellent and no one felt it was poorly coordinated.

A sample of typical descriptive comment follows:

"Very High. It has been very successful in our parish with a minimum of problems."

"Mr. Dyess and his staff were most helpful. I feel that the coordination at the state level was excellent."

"I know that this program had to be put together in a hurry, however, there were too many last minute details or rush type things from State level."

"Perhaps use of detailed memos could replace the meetings in Baton Rouge."

"Good for a first-year program, teachers arrived on schedule and were prepared to assume responsible positions in the school."

"Too much demand of other school personnel in surveys, testing, etc."

Both the Superintendents and the Supervisors were asked to rate the evaluation effort and the response was most gratifying as a full 83% of the respondents rated it between good to excellent with only 10% who felt it was fair and no one felt it was poor. Two respondents did not answer the entire last sheet of the survey providing a 7% of "No Answer."

The complaints most ofetn voiced were:

"More advance notice on testing dates and also more time to administer and correct tests. We also need more specific directions."

"More personnel contact such as conferences between the evaluators and supervisors and/or American teachers."

Most respondents felt it was excellent and very thorough and appreciated the freedom of expression without having to identify themselves. At least one respondent complained about the art work in the French Test, feeling that it caused some children to misinterpret instructions.

Suggestions for next year were requested and an attempt to condense them has been made. Some of them are quoted verbatim as they were already extremely concise and specific:

"The program should be expanded to include all schools; a Workshop, conducted by our Consultant, should be held for all French teachers as early as possible to inform them of methods and policies of the school system."

"Fewer changes during the year."

"Start program at second grade, provide more materials for teachers to work with."

"Inservice for all French teachers at a central location."

"Continue to work toward staffing the program locally."

"Expansion into other schools, less paper work and continued support at State level."

"One hour per day is too much, perhaps 45 minutes would be better."

"More French instructors to reach more children".

"Better orientation regarding work expected of them before coming so that they will not feel overworked after entering their schedule of work, and also, as to the parish they will be assigned and the standards in that parish."

"Better understanding of financial arrangements and pay schedule."

"More supervision from CODOFIL."

"Devise a guide to include the 'Linguistic Progression', time schedule for testing, copies of bi-monthly reports forms for reporting test results and enrollment. Information about classroom instruction should be written in English as well as French for regular classroom teacher."

"Provide information sheet with suggested ways a classroom teacher can assist the French teacher."

Most of the suggestions are highly practical and they have been in operation at varying levels during the first year of the Program.

During the second year of the Program, most of the difficulties that have been encountered will probably be solved without undue changes in the present organizational structure.

SUPERINTENDENTS AND SUPERVISORS SURVEY

Evaluation of the Program

A. How satisfied are you with the French Instruction Program operating in your school?

Very satisfied	53.57%
Somewhat satisfied	39.29
Somewhat dissatisfied	7.14
Very dissatisfied	0

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

Expand the program to reach more students	82.14%
Remain the same size as it is this year	14.29
Be reduced in size	0
Be eliminated from your school	0
N.A.	3.57

C. How would you rate the special supervision received by the Teaching Assistants from the French Educational Consultants?

Excellent	39.29%
Good	46.43
Fair	10.71
Poor	0
N.A.	3.57

D. Please note any other facts about the Pilot French Program in your school which should be brought to the project Evaluator's attention at this time.

Comments in the body of this report.

E. How do you rate the manner in which the Pilot French Instruction Program was coordinated on the State level?

Excellent	14.28%
Very good	21.43
Good	39.30
Fair	17.85
Poor	0
N.A.	7.14

F. How do you rate the evaluation effort?

Excellent	17.86%
Very good	27.14
Good	37.15
Fair	10.71
Poor	0
N.A.	7.14

PRINCIPALS SURVEY

An anonymous response questionnaire was sent to 80 Principals whose schools were participating in the French Pilot Program. Seventy-one (71) of them answered (89%), providing the highest response ever received by the evaluation team to an anonymous questionnaire. This response indicates a high level of interest in the Program and in its outcome.

When asked how satisfied they were with the Program in their schools, 92.3% gave a positive response. Of these, 20% were somewhat satisfied and 72.3% were satisfied, 4.6% of the Principals were somewhat dissatisfied and only 3% very dissatisfied.

The Principals expressed their enthusiasm with the following comments:

"We should have had this Program years ago."

"Many children express joy at being able to speak French words."

"Would like to expand."

"Outstanding Program."

"We were privileged in having a very fine person to teach French."

Criticisms most often voiced had to do with the French instruction competing with skill training areas such as Reading, and suggestions to begin the program at second grade level. Some complaints were directed to the insufficient preparation of the teachers and lack of materials and at least one principal suggested that there be local training and preparation of native Louisiana French Teachers.

Regarding plans for next year, 91% would like the program continued or expanded with only 3% desiring to have it eliminated from their schools.

Suggestions regarding expansion are centered around the addition of enough French Teaching Assistants to follow the children as they progress to each successive grade level in the elementary schools. Several Principals would like to see the program in grades 4 through 6. Some are concerned about its worth and feel the children should stay with it several years to derive lasting benefit. A few Principals fear that expansion of the program may upset their internal scheduling. A few also suggest that the program begin at the second grade level instead of the first.

The third question dealt with the rating of the special supervision of the Teaching Assistants by the French Educational Consultants. Generally it was rated Good with a full 78.5% of the respondents considering it Good and Excellent, and a sizable 20% rating it Fair or Poor. The complaints most often advanced were:

"Has been at school one time during year."

"Could be conducted regularly and more often."

"I am unable to rate the supervision as the supervisor visited us just once this year."

Some of the respondents were more understanding:

"Too much territory to cover, thus being unable to provide adequate supervision on the whole Program."

"More consultants are needed for more supervision ."

A Principal stated, "I only wish that I could have this type of person teaching in my school."

The Principals were also queried for any other information or facts that they may have wanted to bring to the attention of the evaluators. The information received can be grouped into three general areas: The French Teaching Assistants, the children, and the Program's curriculum, materials and target grade level.

French Teaching Assistants- Suggestions are for a better orientation before entry regarding working condition, salary and general customs and social expectations. Further in-service training for future Teaching Assistants is suggested as well as a raise in salary.

The children participating in the program- Several Principals feel that covering two schools at the same time is too much to expect from a teacher. Some also feel that there are too many children per teacher. "Many first graders and some second graders are not benefiting - they have other difficulties like lack of interest and motivation. Either limit the Program to more capable students or start at a higher grade level. The little discipline problems we have in the program are from those who have difficulty with their reading and mathematics and who are generally disinterested in school work in general."

Curriculum, Materials and Target Grade Level- the following comments were noted:

"More supplies for the French Teachers to use such as ditto paper and audio-visual materials."

"The curriculum and instruction in the first grade is strenuous enough as set forth in the present guide. If French was offered in the second and third grades instead, much more would be accomplished."

Another Principal suggests three items: 1) French instruction should be limited to ½ hour a day. 2) It should start in the second grade. 3) About $100 per teacher per school should be provided to buy aids for French teachers through Principal's office or Parish Supervisor.

Other comments were:

"My first graders should have a chance to have a second year of French"

"Keep up the good work."

"Children highly interested."

"Excellent."

The Principals were asked to evaluate the French Teaching Assistants and all possible precautions were taken so that the individuals evaluated would remain anonymous (see questionnaire, Annex F).

Table II shows the tabulated responses which are quite excellent, considering the many limitations under which the French Teaching Assistants have operated in a Foreign country.

Table I
PRINCIPALS SURVEY

Evaluation Program

A. How satisfied are you with the French Instruction Program operating in your school?

Very Satisfied	72.31%
Somewhat Satisfied	20.00
Somewhat Dissatisfied	4.61
Very Dissatisfied	3.08

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

Expand the program to reach more students	64.61%
Remain the same size as it is this year	26.15
Be reduced in size	4.62
Be eliminated from your school	3.08
N.A.	1.54

C. How would you rate the special supervision received by the Teaching Assistants from the French Educational Consultants?

Excellent	26.15%
Good	52.31
Fair	18.46
Poor	1.54
N.A.	1.54

D. Please note any other facts about the Pilot French Program in your school which should be brought to the project evaluator's attention at this time.
"Comments reported in the body of the report."

Total Population	80
Total Response	71
Tabulated	65
Too Late to be Included	6

Table II
ASSESSMENT OF FRENCH TEACHING ASSISTANTS
SCHOOL PRINCIPALS

	EXCELLENT	GOOD	FAIR	POOR
A. Rapport with students in his/her class.	55.85%	25.97%	16.88%	1.30%
B. His/her relationship with administrative personnel.	61.04%	31.17%	5.19%	2.60%
C. His/her knowledge of the subjects taught.	79.22%	19.48%	1.30%	-
D. His/her ability to relate to fellow teachers.	42.86%	37.66%	19.48%	1.30%
E. His/her preparation and organization of teaching material.	61.04%	27.27%	11.69%	-
F. His/her class control.	33.76%	41.56%	19.48%	-

TEACHER SURVEY

All the teachers participating in the program were sent an attitudinal and awareness questionnaire in April of 1973. The purpose of this survey was to ascertain teacher attitude toward the State-Wide Program of French Instruction at the Primary Level. The questionnaire, an anonymous response type, sought to elicit honest and forthright responses reflecting on program awareness, involvement, satisfaction, support and pedagogical value. Their professional opinions were also sought regarding the best teaching schedule and the French Teaching Assistants.

The total population of 545 teachers was polled and there were 350 responses received, a 64.22% return, which is excellent. The responses of 290 teachers were tabulated and represented 82.86% of the total received. The remainder of the respondents' surveys arrived too late to be included in the tabulation and final analysis.

The evaluators felt that it would be valuable to present the data according to the grade taught by the respondents instead of by totals only. This break-down of responses can give clearer insight into respondents' perspective and can closely equate their opinions to their experiential framework. Approximately 56% of the respondents tabulated taught First Grade, 32% taught Second Grade and only 12% taught other grades. The responses are highly representative as to the make-up of the teacher population in the program which has 59% First Grade teachers, 31% in Second Grade and 10% in other grades.

Teacher responses regarding program goals were clustered around self-image development, linguistic gains and appreciation of French culture (68%). Only 17% of the teachers felt that the program goal was to raise the level of achievement of all students. This attitude has several implications, but it definitely shows the trend of the times.

Regarding teacher degree of involvement and participation in the program, a surprisingly high 82% felt that they were from "fairly satisfied" to "very satisfied" with their degree of involvement. The level of dissatisfaction rises with the grade level taught. First Grade, 6.8% dissatisfied, Second Grade 9.8% and "other grades" 11.1%. The reason for this peculiarity may rest with the fact that most instructional materials were developed for first and second grade pupils.

Questions 4, 5, and 6 deal with Program planning and participation at the local school level and they reveal very little active Program promotion and participation in program planning. Again the lower the grade taught, the greater the teacher participation.

Teachers' comments varied:

"I have learned to speak a little French."

"I stay in the classroom and help keep things going."

"I would like to become more involved."

"I do not attend any classes because only 1/3 of my class goes to French."

"The classroom teacher could possibly re-inforce the French if she were familiar with what was being taught."

"I am learning to speak it myself."

It is obvious that their level of involvement is more related to personal and individual peculiarities than to careful planning.

Regarding teacher satisfaction with the program, an impressive total of 86.5% said they were "very satisfied" or "somewhat satisfied". Less than 7.6% felt "somewhat dissatisfied" and only 3.8% were very dissatisfied". A most impressive showing for a Pilot Program in its first year with an untried staff, unknown personnel and an untried curriculum still in its developmental stage.

Teacher satisfaction decreases with the level of grade taught. Among First Grade teachers. 90% are satisfied, of Second Grade teachers, 84%, and it levels off at 81% among the teachers of other grades. Urban areas had the largest number of "other grades" teachers in the survey and this may constitute a variable that deserves further scrutiny.

The teachers had a plethora of comments regarding their satisfaction or lack of same. Some of the most illustrative comments are quoted:

"The pupils show much interest and are learning to understand and speak some French."

"The French Program is very beneficial, the children are stimulated and also some parents here do know a little of the French which helps to reinforce the learning."

"The program would be most beneficial if it extended more than two years in the elementary grades."

"The program is well organized from an educational standpoint, the children are learning well and enjoying it and the parents are beginning to respond with pride that their children are learning French."

"It has improved listening ability to some extent."

"The children showed much interest, their achievement scores were very good and showed progress."

"Children who had met repeated failure improved their overall academic achievement because they met success in French."

The most often voiced gripes were regarding the fact that not all students were participating, the rumor that the Program was not permanent, the use of foreign teachers rather than native Americans, and the time spent in learning a "Foreign Language" instead of basics. These are reflected in the following quotes:

"It seems temporary and rumor has it that it will be discontinued for the first grade next year."

"I think we have enough students graduated in Foreign Languages rather than importing teachers."

"It is hard to begin a French program at a first grade level when these culturally deprived children have so many basics to learn."

"I cannot see what our students are achieving by participating in the program."

"Only the brightest students participate fully in the French lessons."

Regarding Program support, 89% of the Teachers feel it has earned its place in their schools and desired continuation and/or expansion of the program. Only 4.5% of the Teachers felt it should be eliminated. It is of interest that both support (90.1%) and opposition (5.6%) are greatest among first grade teachers. It is also interesting to note that only 2.8% of the "other grades" teachers feel the program should be eliminated.

Half of the teachers feel the French background children benefit the most from the program, but an interesting 30% feel that Anglo children are the main beneficiaries. Only a few of the teachers believe that both type children truly benefit from the second language instruction (13.5%).

According to teacher opinion, children's interest in learning French varies with their age or grade level. While 89% of first grade teachers felt their children were interested in learning French and 85% of the second grade teachers shared this opinion, only 75% of the "other grades" teachers believed this to be the case. Further research into isolating influential factors seems warranted. Teacher bias or apathy may be suspected.

Better than 3/4 of the teachers feel that the program can improve the overall quality of education in their classrooms.

As an assessment of educational worth, it deserves a great deal of attention and conderation at a time when relevance in education seems to be the "sine que non" in acceptance criteria.

A most reassuring and gratifying set of responses dealt with the possible harm that the French Pilot Program could do the children. While almost 14% of the "other" teachers felt that it could harm their pupils, only 3.2% of second grade teachers shared their view. It was interesting to notice that most of the teachers who felt that French instruction could harm the children did not hold the French Teaching Assistants in very high personal estime. Objectivity seems to give way to passion in some assessments. Comments on how the program could harm the children varied from logical to incomprehensible.

"French period is for one hour. In that hour the children could be learning some of the essential basics of the foundation of the first grade program."

"Because of the way they dress."

"Understanding of English from what they know of French."

"It is very informal, therefore, those children who tend to be discipline problems become more so in such a permissive situation."

These comments were voiced by very few teachers and are probably more directed to the individual French Teaching Assistant than to the concept of French Instruction at the Elementary Level.

The teachers were polled regarding the French instruction schedule and the time allocation for French during the school day. They were given five possible alternatives and the opportunity to make suggestions. They showed an overwhelmingly large preference for a schedule of one half hour in the morning and another one half hour in the afternoon. This was expecially true for the first grade teachers.

The final question in the survey dealt with their assessment of the French Teaching Assistants both as persons and as educational colleagues. Generally the responses were extremely positive and enthusiastic, much better than the evaluator had expected considering the many hardships that most of the French teachers had to face in their process of acclimatization. The evaluator expected to encounter considerable xenophobic feelings due to normal cultural clashes, territorial invasion and professional competition. The American teachers reacted in a most mature way not only by turning the "territorial invasion" into a demonstration of hospitality but also by developing a professional peer bond and a genuine appreciation for their overseas colleagues.

Credit is due in large measure to the French Teachers' ability both as professionals and as persons to meld and successfully adapt to a very strange and alien situation. American teachers' responses varied from short, concise and almost terse one-word comments such as "Excellent," Very Good" and "No comment," to expansive and extensive statements such as the following:

"She is quite good with the children- they adore and love her."

"She is rather shy and timid with the teachers, but is learning English."

"She is great!"

"She is personable, enthusiastic and sensitive to children. She has done an excellent job."

"She has extablished complete rapport with the children, an excellent person and teacher."

"Excellent, pleasant and well trained."

"As an educational colleague being a man, he is very good with our little boys."

"Very enthusiastic about his work."

"Very capable of teaching French to young children and is able to discipline them."

"He is an educator, he does not lose any teaching time, always starts class on time."

"She enjoys teaching."

"He is a most extraordinary young man and one of the most creative teachers I have met. The student response is tremendous."

"Always well prepared and highly organized, her lessons are always interesting and contain many varied activities."

"The children like her."

"I gained lots from her as an educational colleague."

NATURALLY SOME NEGATIVE COMMENTS WERE ALSO VOICED:

"His biggest fault is impatience, he expects the children to remember a statement immediately; otherwise everything is fine."

"He is very nice but stays to himself."

"He does not seem to like his job, but does like children."

"He does not know how to work with children on the primary level, the children are scared of him."

"He is capable and creative, but has no discipline in the classroom."

"She has improved considerably since the first of the year."

"A lovely person, but is not trained in the methods of handling young children, she is not keeping them busy enough. She works individually with some while others just sit and do nothing."

Overall, the American teachers are very pleased with their French associates and their efforts on providing quality education for the children of Louisiana.

TEACHER SURVEY

	First Grade	Second Grade	Other	Total
1. What grade do you teach?	162 = 100%	92 = 100%	36 = 100%	290 = 100%
2. Which of the following goals do you think is the most crucial to the success of the Pilot French Program?				
Pride in language	41.36%	43.48%	38.89%	41.73%
Fluent in English, but with cultural appreciation of French	25.92	28.26	19.45	25.86
Raise level of Achievement	16.05	17.39	22.22	17.24
Enhance pride in parents	11.11	10.87	11.11	11.03
N.A.	5.56	--	8.33	4.14
3. Are you satisfied with your degree of involvement and participation in the program?				
Very satisfied	36.42%	38.04%	33.33%	36.55%
Satisfied	37.04	33.70	36.12	35.86
Fairly satisfied	9.88	11.96	8.33	10.34
Not satisfied	6.79	9.78	11.11	8.28
Not involved	8.64	6.52	11.11	8.28
N.A.	1.23	--	--	.69
4. Have you ever been invited to planning meetings relevant to the Program?				
Yes	16.05%	7.61%	0.0%	11.38%
No	83.95	92.39	100.0	88.62
5. How many such meetings have you been invited to attend?				
Five	0.00%	1.09%	0.00%	.34%
Three	1.85	0.00	0.00	1.03
One	16.05	8.70	0.00	11.72
None	75.93	82.61	86.11	79.32
N.A.	6.17	7.61	13.89	7.59

	First Grade	Second Grade	Other	Total
6. How many have you attended?				
Five	.62%	1.09%	0.00%	.69%
Three	.62	0.00	0.00	.34
One	9.26	4.35	0.00	6.55
None	82.72	86.95	83.33	84.14
N.A.	6.79	7.61	16.67	8.28
7. How satisfied are you with the Pilot French Program operating in your school?				
Very satisfied	54.32%	59.78%	61.11%	56.90%
Somewhat satisfied	35.19	23.91	19.44	29.65
Somewhat dissatisfied	4.94	11.96	8.33	7.59
Very dissatisfied	4.32	3.26	2.78	3.79
N.A.	1.23	1.09	8.34	2.07
8. If funds for this program are available for next year, which do you feel is appropriate for your school?				
Expand program	72.84%	60.87%	52.78%	66.56%
Remain same size	17.28	27.17	33.33	22.42
Be reduced	2.47	4.35	5.56	3.44
Be eliminated	5.56	3.26	2.78	4.48
N.A.	1.85	4.35	5.56	3.10
9. Who do you think benefits the most from the Pilot Program--English or French background children?				
English	28.40%	30.42%	27.78%	28.96%
French	40.12	67.40	38.89	48.62
Both	21.61	--	11.11	13.45
N.A.	8.87	2.18	22.22	8.97

	First Grade	Second Grade	Other	Total
10. Are the children in your classroom interested in learning French?				
Yes	88.89%	84.78%	75.0%	85.86%
No	6.17	9.79	13.89	8.28
N.A.	4.98	5.43	11.11	5.86
11. Do you feel the program can improve the overall quality of education in your classroom?				
Yes	78.40%	76.09%	75.0%	77.24%
No	16.67	20.65	22.22	18.62
N.A.	4.93	3.26	2.78	4.14
12. Could the Pilot French Program harm any children in your classroom?				
Yes	8.94%	3.26%	13.89%	7.59%
No	88.89	92.38	80.56	88.96
N.A.	2.47	5.43	5.56	3.45
13. If yes, in what way? (Sample responses presented in analysis)				
14. If you did not know French, could you learn it the way it is being taught in this program?				
Yes	86.42%	72.83%	80.56%	81.38%
No	9.88	19.57	8.33	12.76
N.A.	3.70	7.69	11.11	5.86
15. Would you like to participate in a program to learn French?				
Yes	61.11%	50.0%	63.89%	57.93%
No	22.84	21.74	13.89	21.38
No, I already speak it	12.96	26.09	13.89	17.24
N.A.	3.09	2.18	8.33	3.45

	First Grade	Second Grade	Other	Total
16. What type of French teaching schedule would you think is ideal considering that one hour a day is required?				
One hour in the morning	14.20%	9.78%	19.44%	13.45%
One hour in the afternoon	17.90	30.43	16.67	21.72
Half hour in the morning and half hour in the afternoon	84.15	35.87	25.0	41.38
Two half hours separated by some other subject in the morning	1.85	--	2.78	1.38
Two half hours separated by some other subject in the afternoon	2.47	6.52	8.33	4.48
Some other way	9.88	19.87	13.89	10.69
N.A.	5.56	6.62	13.89	6.90

17. How would you evaluate your French teacher both as a person and as an educational colleague? Please comment.

(Sample responses presented in analysis)

PARENT SURVEY

Parents of the experimental group children were sent an attitudinal and demographic questionnaire of anonymous response. This survey sought to determine parental attitudes toward the Pilot Project, their awareness of it, their interest in French and foreign language learning, their family linguistic behavior, their involvement with their children's education, their level of education and finally, any suggestions they might have regarding the program.

The survey was distributed to a randomly selected group of 990 parents. At the time of this writing a response of 28.69% had been received, a very gratifying showing. 87.33% of the respondents sent their replies in on time to be tabulated. A cursory examination of the later arrivals did not reveal any significant difference with the already tabulated findings. The number of respondents tabulated is more than ample for valid statistical purposes. Two hundred and forty-eight (248) questionnaires were tabulated and the responses are presented in Table 1 both by geographical area and by total.

The determination of geographical areas was somewhat arbitrary, but adequate for the purpose of the evaluation. The three areas within the State where the program is being conducted are:

NORTH: including the parishes of Morehouse, Union, Ouachita, and LaSalle.
SOUTHWEST: including the parishes of Avoyelles, Evangeline, St. Landry, Acadia, Lafayette, St. Martin, Vermilion, Iberia, and St. Mary.
SOUTHEAST: including the parishes of East Baton Rouge, Livingston, St. James, St. John, Lafourche, Terrebonne, and Orleans.

The first question in the survey dealt with the child's school and grade level. It provided the information necessary to distribute the responses according to area.

The second question dealt with project knowledge and more than 75% of the respondents were aware of its existence. Most of the respondents learned of the program through their children with the next most effective media being the newspaper, followed by the PTA, Teacher and friend in that order.

The overwhelming majority, better than 90% of respondents, answered that they were aware that their child was a participant in the program. When asked if they liked the idea of having their child learn French, 97% of parents answered "Yes," and even more impressively, the respondents from the Northern Parishes who supposedly have less French ancestry than those of the other two areas, were 100% in favor of their children learning French!

Parents definitely like the idea of their children learning a second language as affirmed by 85% of their responses. Parents in the Southeastern area are even more enthusiastic and fully 91% of them want their children to have such an opportunity.

When queried: "Besides French, what language would you most like your child to learn?", 60% chose Spanish. In the Northern area, 18% chose German and in the Southeastern area 9% chose Italian. In the Southwestern area the respondents were equally divided between German and Italian. While in the North and Southeast only 7% of parents were not interested in any other foreign language, in the Southwest 17.5% of the parents shared this view.

The parents were asked: "While in the French Program, besides subject matter learning, has your child benefitted in any other way?" If yes, in what way? Comment."

Over half answered "Yes," one-third answered "No" and the remainder did not answer. The respondents who answered Yes made comments as follows:

"Being able to associate with people from another country."

"He has become aware of other countries and people."

"He has learned about French customs and family life."

"He has learned to speak words in French fluently and can sing complete songs in French."

"She enjoys speaking French to the fullest."

"He has learned to be proud to speak another language."

"Now she can talk French to her father."

"Being able to understand a French talking person."

"She can understand the words better than she had last year. I think it is because of her French. She is making better grades."

In these simple statements parental pride shows through with undeniable force!

Question 9 asked about changes in the child's attitude toward French and French culture as affected by the program. More than 3/4 of the parents felt that their children's attitudes had "improved greatly" or "somewhat". In the Southeast area, the parents responding thus totaled 84% of the respondents. About 19% of the total parental population felt it had remained the same and only 2.4% of the Southwestern parents felt it had worsened somewhat. A most outstanding achievement!

A series of three questions were asked regarding family language usage, both to determine cultural background and their view of their child's newly acquired skill.

When asked in what language they spoke to their child, 30% answered "Sometimes in French" and in the Southeastern area 45% of the parents spoke to their children "Sometimes in French."

Parents were asked if their children spoke in French to them always or at least sometimes. While in the Northern region only 15% of the parents spoke sometimes in French with their children, 55% of them stated that their children spoke to them sometimes in French! The Southeastern parents were slightly lower with 54% stating that their children spoke to them sometimes in French and 42% of the Southwestern area parents reported being addressed in French sometimes.

The last question about language use patterns asked in what language did the respondent speak when addressing the other family members. While only 1% of the respondents always spoke in French, the responses do indicate that in the Southwest area, French is the language of many adults. This is only slightly less true for the Southeastern region. Thirty-seven percent or better of the adults in the Southern areas of the State speak French sometimes among each other!

With respect to international travel, approximately 16% of the population have travelled abroad, many with the military services. People in the Southeast area of the state have greater international travel experience than the rest of the respondents with 23.25% responding in the affirmative.

50% of the respondents belong to parent associations such as the PTA or PTC, with the largest percentage of parental membership located in the Southwestern region where 55% belong, and the smallest membership in the Southeast with 37%.

Parental involvement with their children's education was further probed by asking if they had visited the French Teacher Assistant or their child's English speaking teacher during the year. While a minority (30%) had visited the former, a definite majority had visited the latter (77%). In the Southeastern region, there seems to be a slightly higher incidence of teacher visitation.

To learn more about the parents' profile, their ages and level of schooling completed were asked.

Northern and Southeastern area parents have similar age distributions, but the Southwestern area showed a significant difference of age distribution with less younger parents (below 30) and with more older parents (over 41), with the middle group, about 55%, similar to parents in other areas.

With respect to their education levels, the Northern area exhibits the largest percentage of college graduates (30%) and college dropouts, (12%).

PARENTS' SURVEY

	Northern Area	Southeast Area	Southwest Area	Totals
1. What school does your child attend?				
	33 - 100%	43 = 100%	172 = 100%	248 = 100%
2. Have you heard of the Pilot French Program before?				
Yes	66.67%	69.77%	75.58%	73.39%
[illegible]o	30.30	30.23	23.26	25.40
N.A.	3.03	0.0	1.16	1.21
3. If yes, how did you learn about it?				
Friend	12.12%	0.0%	6.39%	6.05%
Child	24.24	34.88	40.13	37.10
PTA	12.12	4.65	11.05	10.08
Newspaper	6.06	6.98	13.37	11.29
Teacher	9.09	11.63	6.39	7.67
Other	6.06	6.98	6.39	6.45
N.A.	30.31	34.88	16.28	21.36
4. Did you know that your child was a participant in this program?				
Yes	90.91%	93.02%	90.70%	91.13%
No	6.06	4.65	8.72	7.07
N.A.	3.03	2.33	0.58	1.20
5. Do you like the idea of your child learning French?				
Yes	100%	97.67%	95.93%	96.77%
Doesn't make any difference	0.0	2.33	2.91	2.43
No	0.0	0.0	.58	0.40
N.A.	0.0	0.0	.58	0.40

	Northern Area	Southeast Area	Southwest Area	Totals
6. Do you want your child to have the opportunity to learn a second language?				
Yes	84.85%	90.70%	84.30%	85.48%
No difference	6.06	6.98	8.14	7.66
No	9.09	0.0	5.81	5.24
N.A.	0	2.32	1.74	1.62
7. If yes, what other language besides French would you most like your child to learn?				
Spanish	57.58%	60.47%	59.88%	59.68%
German	18.18	4.65	6.39	7.66
Italian	0	9.30	6.98	6.45
Other	12.12	4.65	2.33	4.03
None	6.06	6.98	17.44	14.11
N.A.	6.06	13.95	6.98	8.06
8. While in the Pilot French Instruction Program, besides subject matter learning, has your child benefited in any other way?				
Yes	54.55%	48.84%	54.07%	53.22%
No	36.36	39.53	30.81	33.06
N.A.	9.09	11.63	15.12	13.71
9. How do you think that your child's attitude toward French and French culture has been affected by the Pilot French Instruction Program?				
Improved greatly	45.46%	39.53%	43.02%	42.75%
Improved somewhat	33.33	44.19	30.81	33.47
About the same	15.15	16.28	20.35	18.97
Worsened somewhat	0	0	2.33	1.01
Definitely worse	0	0	0	0
N.A.	6.06	0	3.49	3.20

	Northern Area	Southeast Area	Southwest Area	Totals
10. At home I speak to my child.				
Always in French	0%	4.65%	.58%	1.21%
Sometimes French	15.15	39.54	31.40	30.64
Always English	84.85	55.81	67.44	67.75
N.S.	0	0	.58	.40
11. At home my child speaks to me.				
Always French	0%	2.32%	.58%	.81%
Sometimes French	54.54	51.16	41.28	44.76
Always English	45.46	46.52	57.56	54.03
N.A.	0	0	.58	.40
12. At home, I speak to others in the family.				
Always French	0%	2.33%	.58%	.81%
Sometimes French	6.02	34.88	40.12	34.68
Always English	93.94	62.79	56.98	62.90
N.A.	0	0	2.33	1.01
13. Have you ever traveled to or lived in a country other than the U. S.?				
Yes	15.15%	23.25%	14.54%	16.13%
No	84.85	74.42	84.30	82.66
N.A.	0	2.33	1.16	1.21
14. Do you belong to the PTA-PTC or any other parents' association?				
Yes	48.48%	37.21%	54.65%	50.81%
No	51.52	60.46	44.19	47.98
N.S.	0	2.33	1.16	1.21
15. Have you visited your child's French speaking teacher this year?				
Yes	30.30%	39.54%	28.49%	30.64%
No	69.70	60.46	70.35	68.55
N.A.	0	0	1.16	.81

	Northern Area	Southeast Area	Southwest Area	Totals
16. Have you visited your child's English speaking teacher this year?				
Yes	63.64%	83.72%	77.33%	76.61%
No	36.36	13.95	19.76	20.97
N.A.	0	2.33	2.91	2.42
17. How old is the head of your household?				
21-30	27.27%	27.91%	18.60%	21.37%
31-40	60.61	55.81	54.65	55.65
41-50	12.12	16.28	19.19	17.74
51-60	0	0	3.49	2.42
61 or over	0	0	4.07	2.82
18. The head of your household has finished				
Less than 8 years	15.16%	23.26%	20.35%	20.16%
8-11 years school	12.12	9.30	19.19	16.53
High School	30.30	44.18	31.97	33.88
2 yrs. college	12.12	2.33	6.40	6.45
College	30.30	20.93	20.35	21.77
N.A.	0	0	1.74	1.21

LINGUISTIC PROGRESSION OBJECTIVES ATTAINMENT

I. Instruction:

A. The instructional methods upon which the annual progression was based, are varied and their use in the participating schools is somewhat disproportionate. The curriculum most commonly used is the "Lafayette Parish Bilingual Method" which is found in 75% of the schools. In 20% of the parishes, the St. Martin Parish Bilingual Method is most often used. The Robinett material is used in Iberia Parish only (5%).

B. The Pedagogical equipment available in the schools is rather diverse. In more than 50% of the schools we find the following: puppets, felt boards, filmstrip projectors, screens, tape recorders, record players, duplicators, and overhead projectors. This equipment was used quite often by the French Teaching Assistants and contributed to an appreciable degree to the success of their teaching.

II. Basic French Instruction:

The French instruction was based on the structures and lexicon of the progression mentioned above (Annex D).

A review of several hundred responses supplied us with the following information.

A. Structures - Most of the structures contained in the progression were introduced. Certain ones, such as "j'ai peur, être malade, quel âge as-tu?, conjugation of être, avoir mal, jouer à, au, avec," were not presented. This was compensated for by the addition of certain structures not contained in the progression. This includes "quelle heure est-il?, il est..., quel jour sommes-nous?, c'est le (la)---, où habites-tu?" It is worthy of note that certain structures were difficult to assimilate, such as "qu'est-ce que c'est," the negative form and the conjugation of "être." Most of these difficulties were resolved by the competency of the teachers.

B. Lexicon - Paralleling the structures certain lexical items, such as the professions, parts of the house, certain verbs, were not presented. To offset this, a vocabulary of animals and means of transportation was very often added. It is of note that this type of vocabulary was of greater interest to the pupils. Certain problems arose with the presentation of geometric figures, numbers, sender of nouns and definite articles.

C. The remarks of the French teachers point out a greater assimilation by first grade pupils than those of other grades, several problems of repetition and, in general, a deep interest by the francophone children.

D. As already mentioned in the introduction, the remarks of the French teachers stress the high percentage of acquisition of the structures (more than 47%) and acquisition of the lexicon (more than 55%).

E. In more than 80% of the classes the Louisiana classroom teacher was present, thus showing her interest in the program.

F. The pedagogical materials used in the classroom consisted of blackboards, puppets, figurines, labels, pictures, slides, filmstrips, and other materials ranging in usage from 10% to 100%.

III. Auxiliary Instruction:

A. Areas of auxiliary instruction included mathematics, social living, fine arts, science and physical education with a reinforcement of games, songs, dances and playlets. This type of instruction usually took place in the afternoon. It is notable that the most common auxiliary area was mathematics utilizing games and songs.

B. This auxiliary instruction took place both inside the classroom and on the playground. The presence of the Louisiana classroom teacher was noted in 75% of the cases with an active participation of 50%, which points up the personal involvement which the Louisiana teachers reflected in their responses to the survey.

COMMENTS AND RECOMMENDATIONS

The success of the State-Wide Pilot Program of French Instruction in the Primary Grades is affected by five major factors:

1. The target population
2. The educational program itself
3. The instructional personnel
4. The supportive personnel
5. The parents of participating children.

The contents of the program seem educationally sound, even if somewhat ambitious. The French Educational Consultants and the Foreign Language Section of the State Department of Education have worked deligently to develop a well-rounded and pedagogically sound instructional guide or "contenu linguistique" for the program.

Continued and systematic field feed-back of program implementation has provided a wealth of information which should be incorporated into next year's planning.

The evaluators make the following suggestions for next year's program:

A. Revise the "contenu linguistique" to incorporate the desirable changes suggested and field-tested by the French Teaching Assistants.

B. Provide more field support and supervision to the French Teaching Assistants so as to insure immediate response to situational problems caused by personal behavior, educational consistency and classroom performance.

C. Provide more instructional materials closely related to

French instruction. These materials, ditto paper, prints, slides, etc. to be centrally distributed or locally procured with funds centrally supplied and budgeted for some; i.e. $50 per French Teaching Assistant managed by local Supervisor.

D. The concept of having one-half hour of instruction in the morning and one-half hour in the afternoon should be seriously explored and when feasible, it should be implemented beyond the first grade.

E. The English teacher should become more involved in the actual teaching of the French lessons so as to provide support, assistance and reinforcement of materials taught.

F. A greater flow of news from the State Department of Education, Foreign Language Section, should be established both at an internal level, i.e. newsletter to participating teachers and French Teaching Assistants, and at an external level, i.e. press releases, parents' newsletters, etc.

G. Prospective French Teaching Assistants should be screened as done in the past, but with greater emphasis placed on their experience teaching primary grades.

H. Financial and other contractual agreements with the French Teaching Assistants should be made absolutely clear before departure from France. More of the experienced French Teaching Assistants could be used during orientation of prospective Teaching Assistants.

I. Salaries should be at a level that permits living with decorum; present compensation policies should be revised upward.

J. Distribution of educational program, evaluation design schedule and other routinely programmed materials should be sent early in the academic year so that enough advance notice is provided to all the LEA participating in the program.

K. To further standardize educational inputs, parish-wide inservice seminars should be conducted for the French Teaching Assistants.

L. More second grade sections should be added to the program.

A great deal of experience has been gained during this first year of the program which should be capitalized on for next year's planning. Also, a very large group of people have gained invaluable experience in second language education and its beneficial impact on the pupils of Louisiana. Some of this experience has already resulted in significant and noteworthy spinoffs. Next year 20% of the parishes who have participated in the program will have additional second language programs of their own. A sizable amount of hard, current and relevant data have been collected which should provide assistance in future second language program planning in Louisiana.

The children have proven that not only can they master additional educational inputs, but can do so without lowering their level of achievement in promotional subjects.

The Louisiana teachers have proven to possess the enthusiasm and flexibility to meet and adapt to changing educational challenges.

Parents have demonstrated interest in their children's education and enthusiastic support for the program goals.

Summatively, it can be stated that the Pilot French Program is a very sizable, educational project with vast socio-economic implications.

Its educational worth is undeniable; its impact on the educational community remarkable. The Program has fueled the enthusiasm of Louisiana parents toward their siblings' learning of French, and rekindled their own smoldering pride in their Franco-American ancestry. Further, it affords an opportunity to pass on to their progeny the cultural heritage which is unique to Louisiana.

ANNEX A

PILOT PROGRAM OF FRENCH INSTRUCTION IN THE PRIMARY GRADES

PROGRAM OVERVIEW

More than one million people in Louisiana still speak French, yet for years the use of French was discouraged--and even punished--in the state's public schools. To reverse this trend and to revive and preserve French language and culture in the state, the Louisiana Legislature passed an act in 1968 requiring French instruction in the elementary grades. There were, however, two major obstacles to establishing an on-going program: the lack of certified French teachers at the elementary level, and the lack of funds. These problems were finally resolved in a cooperative effort by the State Legislature and the State Department of Education, which supplied a grant for teachers' salaries; the Council for the Development of French in Louisiana, which carried out a search for teachers by going straight to the Élysee Palace in Paris; and finally the President and government of France, who agreed to expand their cultural affairs program by sending to Louisiana qualified, experienced teachers who have chosen to teach outside their own country in lieu of military service. These teachers have the title of "French Teaching Assistants," and are supplementary staff. In this way no Louisiana teacher is displaced.

The State-wide pilot program began in September 1972 with 100 teachers and seven consultants from France, and involved 16,500 pupils in grades 1-3 from 88 schools in 20 of Louisiana's parishes (counties). Fourteen of these are "Acadiana Parishes," where there are a sizable number of French-speaking families. The Foreign Language Section of the State Department of Education worked with the consultants from France and a Project Evaluator to develop the goals and procedures for a two-year pilot program in French, incorporating curriculum guides prepared by Title VII bilingual programs in the state. It was hoped that students from French-speaking homes would, by developing skills and pride in their native language, get back into the "mainstream" of the state's education system, and that English-speaking students would develop skills in the second language.

Each of the 100 teachers has a maximum of six class sections per day; for each section, there is half an hour of instruction in French language arts, and half an hour in such areas as physical education, art, music, or math conducted in French. The teachers move from class to class or from school to school with their own equipment and materials. They are the actual teachers of the French language component, stressing aural-oral skills in large and small-group sessions and using a variety of visual aids as well as tapes and records. In the other subjects, the teachers from France may assist or supplement the regular classroom teacher's presentation: for example, in math, they usually reinforce material previously learned in English. Or they may take turns with the regular classroom teacher in presenting lessons in art, music, or physical education. The classroom teacher, who works closely with the French teacher to keep presentations consistent and well integrated, keeps a skills chart for each class showing individual students' progress in French; although there are no grades, each child is aware of his progress in relation to the rest of the class. Each school or group of parish schools plans its own special or extracurricular activities in French; for example, festivals and dramatic presentations, or open house and demonstration classes for the benefit of the parents.

Prior to their assignment to schools by the Foreign Language Section, the French teachers have a full-week training session, and continuous inservice training is provided by the consultants from France, who visit each teacher in their assigned region every two weeks. There are also group meetings within each parish every three months, attended by the teachers, the local supervising staff, consultants, and the project evaluator. In May, there will be a three-day workshop for all 100 teachers, to "compare notes" and make plans for the coming year. In addition, an extensive evaluation program is planned, using proficiency tests and attitude surveys. It is hoped these will demonstrate that both English-speaking and French-speaking students will "exhibit noticeable linguistic gains in the areas of listening comprehension and global understanding of French," as well as "minimal oral proficiency and mastery of both structure and lexical items in French," and that significant gains in overall achievement can take place in bilingual education.

TARGET AUDIENCE: In the two-year pilot program, all students in grades 1-3 in all participating schools are enrolled in the program. More grade levels will be included each year.

FUNDING AND COSTS: The Foreign Language Section of the State Department of Education serves as the fiscal agent for the program. The first year, a $250,000.00 grant from the Louisiana state government matched by the State Department of Education covered the total cost of the program. Teachers receive $3900 a year, plus a mileage allowance for those required to work in two schools. Teachers pay for their own housing, but the French Educational Consultants, the Council for the Development of French in Louisiana, and the Local Educational Authorities (LEA) cooperate in locating suitable living accommodations.

An edited version of this report will appear in:

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12. Published by MLA for ACTFL, August, 1973.

ANNEX B

PILOT PROGRAM OF FRENCH INSTRUCTION IN THE PRIMARY GRADES

EVALUATION DESIGN

The Pilot Program of French Instruction in the Primary Grades was initiated at the beginning of the 1972-73 school term utilizing 100 teachers from France in 20 parishes of the state. Fourteen of the parishes are "Acadiana Parishes" where there are a sizable number of French speaking families. Four of the parishes are in the northern section of the state where the population is predominantly Anglophone. Two of the parishes, Orleans and East Baton Rouge - are metropolitan areas where some French is still spoken.

The French teachers are placed in one school where they teach for a minimum of one hour per class section daily. The hour of instruction in French language arts and the remaining 30 minutes is scheduled in the areas of fine arts, physical education, math and science at the discretion of the local school authorities.

The program is under the supervision and direction of the Foreign Language Section of the State Department of Education and the Superintendent of schools in each parish has designated a local supervisor to be in charge of the program. In addition, the French Government has provided seven Educational Consultants - five now in the state and two to come. These consultants are in four sections of the state; one in New Orleans, one in Monroe, two in Baton Rouge and three in Lafayette.

The program has a full time Evaluator, Mr. Costantino Ghini, of Ghini and Associates, a consultant firm in New Orleans. The program Auditor is Dr. Joseph McSpadden of the University of Southwestern Louisiana's Psychology Department.

The major aim is to show, through careful evaluation, that a program of second language learning is both feasible and beneficial and can fit within the educational priorities of the local school systems.

A second objective is to show that a program of second language learning (FSL) is equally feasible and valuable for the anglo-phone children in the metropolitan areas and in rural parishes as well as for students in the French speaking parishes.

A third but equally important objective is to show that a program of this type will have impact on the learner who is at a distinct disadvantage due to the linguistic differences between French and English that tend to interfere with achievement and to isolate him from the main stream of educational opportunities offered to other students within the state.

The following are the program's measurable objectives and the evaluative instruments and techniques that will be used in their evaluation.

1-A To demonstrate that there is no significant difference in gains in overall achievement in language arts, reading and math between experimental and control participating in the program.

1-B This will be measured through the use of the Metropolitan Achievement Test. Approximately 27 second grade sections of experimental and 15 sections of control group will be tested. All class sections will be chosen by a weighed sample randomly assigned out of seven of the twenty parishes participating in the project. Testing will be conducted during the month of March. Results will be analyzed and significance will be determined at a 0.05 level of confidence.

2-A To demonstrate that students in different areas of the State are comparable and that their gains in verbal meaning and number facility will be similarily affected by bilingual education. Gains, or at least no significant regressions are expected in these skill areas.

2-B This objective will be measured through the use of the SRA-PMA Test by pre and post-testing a 10% random sample of First Grade experimental and control students during the months of October and April. Gain scores of both experimental and control groups will be analyzed for significance at the 0.05 level of confidence.

3-A To demonstrate that students included in the program will exhibit noticeable linguistic gains in the areas of listening comprehension and global understanding of French.

3-B This achievement will be assessed by Grade I performance on the French pre and post test. Again the 0.05 level of confidence will constitute satisfactory achievement. The instrument used for pre and post testing of oral comprehension in French has been adapted by the Foreign Language Staff of the State Department of Education and the French Educational Consultants from an instrument used previously in the Lafayette Parish ESEA Title VII program to evaluate similar gains.

4-A To demonstrate that students participating in the program can exhibit minimal oral proficiency and mastery of both structure and lexical items in French within the confines of the amount of language that has been presented.

4-B The achievement of this objective will be measured with in-house instruments developed by the Foreign Language Section of the State Department of Education and the Educational Consultants from France. These instruments include a progressive bi-monthly set of objectives (Sept-Oct., Nov.-Dec., Jan-Feb.) containing structures and lexical items to be presented during the month, a three page report for documenting the methods and materials used in presenting these structure and lexical items, and a report on linguistic progression each school showing percentage of performance of lexical and structural items. Each Educational Consultant will also submit a monthly summary report concerning problems and progress in his section. A general overview of findings will be included in the final report.

5-A To assess the attitude of the educational community toward second language learning and teaching in the primary grades.

5-B The prevailing attitude will be measured with a poll-type survey of anonymous response, administered to the participating parishes' local supervisors, school principals and classroom teachers. The survey form(s) will be developed by members of the Foreign Language Staff and the Program Evaluator and will be sent out after the completion of the post tests and prior to the end of the program year. Samples of the responses to this form will be included in the final evaluation report which will be submitted in early May. Total universe will be polled. Results will be in a frequency distribution.

Beginning in the month of January and continuing through May, the Foreign Language Staff of the State Department of Education will make periodic, onsite visits to the schools in the parishes in the immediate geographical area involved in the program.

The French Educational Consultants will continue to work directly with the French teachers and as liaison between the State Department of Education, the parish supervisors and the local school principals in keeping with the evaluation design. (Monthly reports containing schedule of visits.)

Staff from Ghini and Associates and Dr. Joe McSpadden, the Auditor, will visit selected schools in the program to conduct onsite, informal interviews with the principals, classroom teachers and French teachers.

FRENCH ORAL COMPREHENSION TEST
PRIMARY LEVEL

Materials Needed:

Teacher's instructions for administering the test
Picture answer sheets for students
1 sheet of colored paper for each child to cover the rows
  of questions not being used
Pencil for each child and extra pencils to be used if necessary

SECTION I. Verbal Meaning

The Classroom Teacher

The regular classroom teacher will give instructions for the test in English. The French teacher will assist with administration of the tests, score them and send the tests along with the written results to the Foreign Language Section of the State Department of Education.

The Classroom Teacher

Your French teacher (Mr., Mrs., Miss) is going to say some words and some short sentences in French. After he/she says the word or sentence, you are to put an X over the picture that best fits the word or sentence he/she has said. At the top of the page is an example. The teacher will say (the French teacher then says, "le garçon".) You will see at the top of the page in the first row of pictures, first, the picture of a boy, second, the picture of a girl, third, the picture of a cat, and fourth, the picture of a dog. Which picture tells what "le garçon" is? Picture 1. Yes, that is right. French teacher will go to the blackboard and draw four squares and show how to mark an X on the third square. Now, does everybody have an X on that picture? Good, now you know what to do. Each time the French teacher says a word or a sentence you must look on a row of pictures for the picture that best fits what she or he has said. Do you have any questions? Ready? Now slide down your paper like this (teacher shows how) so that the next row of pictures can be seen. Now, at the side you should see No. 1. Good. We are now ready to begin.

1. (The French teacher says, "la chaise", and repeats "la chaise", and repeats again, "la chaise".) Has everybody chosen a picture? Has everybody marked a picture with an X? Good, now move your paper down to the next row, row No. 2, like this.

2. (The French teacher says, "le bébé", and repeats, "le bébé", and repeats again, "le bébé".) Mark the picture you choose with an X and move to the next row, row No. 3 like this.

3. (The French teacher says, "les yeux", and repeats "les yeux", and repeats again, "les yeux".) Mark your picture and move to the next row, row No. 4, like this.

4. (The French teacher says, "la boite", and repeats "la boite", and repeats again, "la boite".) Mark your picture and we move to the last row, row No. 5, like this.

5. (The French teacher says, "voilà le chat", and repeats, "voilà le chat", and repeats again, "voilà le chat".) Mark your picture and turn to page 2. Place your blank sheet of paper beneath the first row of pictures, which is row No. 6, like this.

6. (The French teacher says, "voilà le poisson", and repeats "voilà le poisson", and repeats again, "voilà le poisson".) Mark the picture and move to row No. 7.

7. (The French teacher says, "voilà la pomme", and repeats, "voilà la pomme" and repeats again, "voilà [illegible] pomme".) Mark the picture and move to row No. 8.

8. (The French teacher says, "c'est le camion", and repeats, "c'est le camion", and repeats again, "c'est le camion".) Mark the picture and move to row 9.

9. (The French teacher says, "c'est la petite balle", and repeats "c'est la petite balle", and repeats again, "c'est la petite balle".) Mark the picture and move to row No. 10.

10. (The French teacher says, "la porte est ouverte", and repeats, "la porte est ouverte", and repeats again, "la porte est ouverte".) Mark the correct picture and we move to row 11.

11. (The French teacher says, "Il est content", and repeats, "Il est content", and repeats again, "Il est content".) Mark the correct picture and turn the page. Place your paper (or ruler) so that only the first row can be seen. This is row 12.

12. (The French teacher says, "Il touche le nez", and repeats, "Il touche le nez", and repeats again, "Il touche le nez".) Mark the correct picture and move to row No. 13. (Pause)

13. (The French teacher says, "le garçon court", and repeats, "le garçon court", and repeats again, "le garçon court".) Mark the correct picture and move to row No. 14. (Pause)

14. (The French teacher says, "Il est à côté", and repeats, "Il est à côté", and repeats again, "Il est à côté".) Mark the picture and lets move down to row No. 15. (Pause)

15. (The French teacher says, "On ne voit pas le chien", and repeats, "On ne voit pas le chien", and repeats again, "On ne voit pas le chien".) Mark the picture and move down to row 16. (Pause)

16. (The French teacher says, "le professeur est au tableau", and repeats, "le professeur est au tableau", and repeats again, "le professeur est au tableau".) Mark the picture and move to row number 17. (Pause)

17. (The French teacher says, "L'avion vole", and repeats, "L'avion vole", and repeats again, "L'avion vole".) (pause) Mark the picture and turn to page 4. Place your blank sheet of paper beneath the first row of pictures which is now row 18.

18. (The French teacher says, "Il fait beau", and repeats "Il fait beau", and repeats again, "Il fait beau".) Mark the picture and move to row 19.

19. (The French teacher says, "Il va a l'école", and repeats, "Il va a l'école", and repeats again, "Il va a l'école".) Mark the picture and move to row 20.

20. (The French teacher says, "C'est la maman de Pierre", and repeats, "C'est la maman de Pierre", and repeats again, "C'est la maman de Pierre".) Mark the picture and move to row No. 21.

21. (The French teacher says, "Il a mal aux dents", and repeats, "Il a mal aux dents", and repeats again, "Il a mal aux dents".) Mark the picture and move to row No. 22, like this.

22. (The French teacher says, "Elle a un ballon", and repeats, "Elle a un ballon", and repeats again, "Elle a un ballon".) Mark the picture and move to row No. 23, like this.

23. (The French teacher says, "Il est midi", and repeats "Il est midi", and repeats again, "Il est midi".) Mark the picture and turn to page 5, like this. Place your blank sheet of paper beneath the first row of pictures, which is now row 24.

24. (The French teacher says, "Il donne la boîte a Catherine", and repeats, "Il donne la boîte a Catherine", and repeats again, "Il donne la boîte a Catherine".) Mark the picture and turn to row 25, like this.

25. (The French teacher says, "Ce n'est pas un habit", and repeats, "Ce n'est pas un habit", and repeats again, "Ce n'est pas un habit".) Mark the picture and move to row No. 26, like this.

26. (The French teacher says, "Elle est dans le bois", and repeats, "Elle est dans le bois", and repeats again, "Elle est dans le bois".) Mark the picture and move to row No. 27, like this.

27. (The French teacher says, "La fusée va sur l'étoile", and repeats, "La fusée va sur l'étoile", and repeats again, "La fusée va sur l'étoile".) Mark the picture and move to row 28, like this.

28. (The French teacher says, "Elle est sale", and repeats, "Elle est sale", and repeats again, "Elle est sale".) Mark the picture like this. Now we turn the page and we are ready to start section two.

TEST INSTRUCTIONS

SECTION II. Number Facility.

For this section, the French teacher will say a number in French and you are to find a picture on the row that has the same number of things as the number in French.

Move your marker to show Example Row No. 1. (The French teacher says, "trois", and repeats, "trois", and repeats again, "trois".) Which picture has as many things as the number said in French? Yes, the last picture has three things so that picture is correct. French teacher will go to the blackboard and draw four squares and show how to mark an X on the fourth square. Put an X on the last picture like this. Does everyone have it marked? Good.

Just to make sure, we will now move to Example Row 2 and do the same thing again. (French teacher says "dix", and repeats, "dix", and repeats again, "dix".) Which picture has the correct number of things for the French word? Yes, the second picture has 10 things, 10 squares, so the second picture is the right one. Has everybody put an X on the second picture? Good. Now we begin with row A.

A. (The French teacher says, "cinq", and repeats, "cinq", and repeats again, "cinq".) Mark the picture and move to row B like this.

B. (The French teacher says, "neuf", and repeats, "neuf", and repeats again, "neuf".) Mark the picture and move to row C like this.

C. (The French teacher says, "sept", and repeats, "sept", and repeats again, "sept".) Mark the picture and move to row D.

D. (The French teacher says, "douze", and repeats, "douze", and repeats again, "douze".) Mark the picture and turn the page to page 7.

This page has rows of squares with a number in the middle of each square. When the French teacher says a word you are to put an X on the square that has the same number as the French word printed in the middle.

Move your markers to Example Row 1. (The French teacher says, "cinq", and repeats, "cinq", and repeats again, "cinq".) Which square has that number printed in the middle? Yes, the second square has a five in the middle so that is the right one. Mark the square with an X. Any questions?

Just to be sure, we will do it again. Move your markers to Example Row 2. (The French teacher says, "dix-sept", and repeats, "dix-sept", and repeats again, "dix-sept".) Which square has that number printed in the middle? Yes. This time it is the third square which has 17 printed in it. Mark the third square with an X. Are there any questions? Good, now we begin. Move your marker to row A.

A. (The French teacher says, "un", and repeats, "un", and repeats again, "un".) Mark the picture and move to row B.

B. (The French teacher says, "quatre", and repeats, "quatre", and repeats again, "quatre".) Mark the picture and move to row C.

C. (The French teacher says, "quinze", and repeats, "quinze", and repeats again, "quinze".) Mark your picture and move to row D.

D. (The French teacher says, "vingt", and repeats, "vingt", and repeats again, "vingt".) When you have all marked the square for row D, please turn to the last page, page 8.

INSTRUCTIONS FOR COLOR SECTION

SECTION III - Color Recognition

The Classroom Teacher

For this part of the test the French teacher is going to say the French word for several colors. As the teacher says the color in French, you are to look at the circles on the blackboard and choose the color that fits. Then you are to draw a circle around the number in the row on your page that matches the color on the blackboard.

Move your marker down so that you can see the example row. (The French teacher says, "bleu", and repeats, "bleu", and repeats again, "bleu".) Now, which of the numbered circles matches with that word? No. 6 is correct as this is the color blue. You will notice on your test paper that a circle has already been drawn around the number six. Does everybody understand what to do? Are there any questions? Fine, now move your marker down to the first row, the row that is marked A, and we will begin.

A. (The French teacher says, "rouge", and repeats, "rouge", and repeats again, "rouge".) Has everybody found a number? Has everybody drawn a circle around the number? Good. Now move your markers to row B.

B. (The French teacher says, "vert", and repeats, "vert", and repeats again, "vert".) Has everybody found a number? Draw the circle around the number and move to row C.

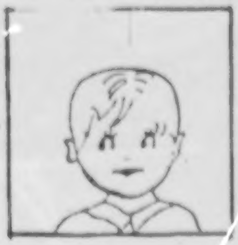
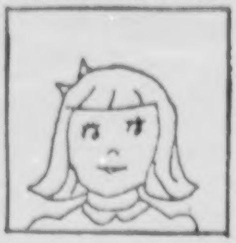
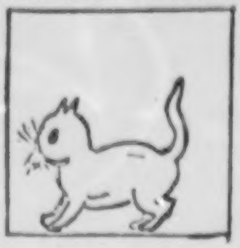
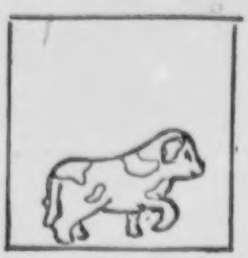
C. (The French teacher says, "jaune", and repeats, "jaune", and repeats again, "jaune".) Choose the number, draw a circle around it, and move to row D. (Pause)

D. (The French teacher says, "marron", and repeats, "marron", and repeats again, "marron".) Choose the number, draw a circle around it and when everyone has finished, please pass your papers up to the front of the room.

ANNEX C

FRENCH TEST OF LISTENING COMPREHENSION AND GLOBAL UNDERSTANDING

Ex. A

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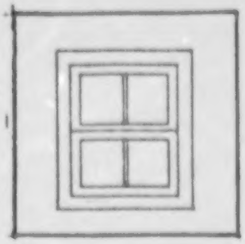
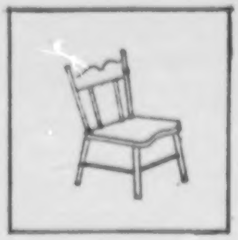
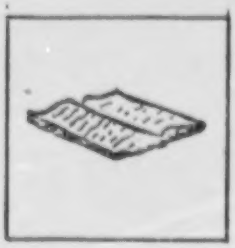
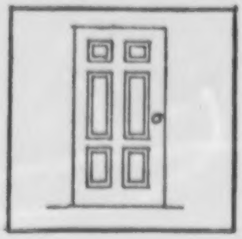

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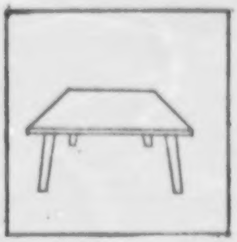
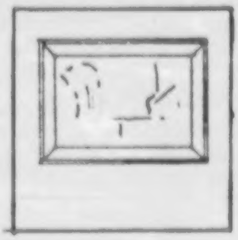
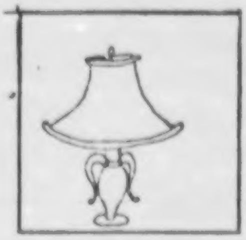
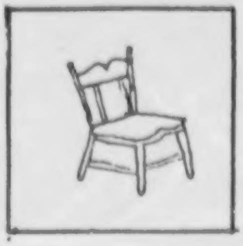

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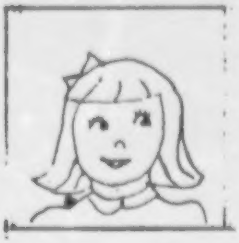
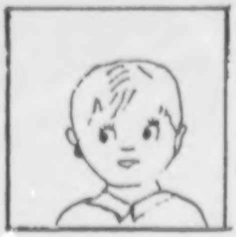
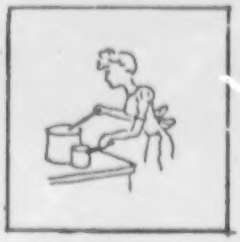
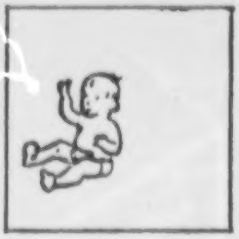

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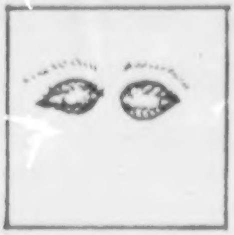
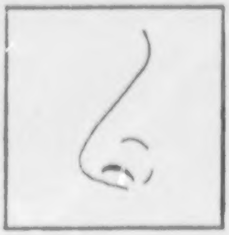
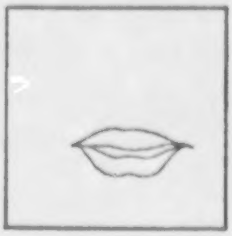
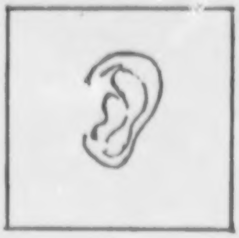

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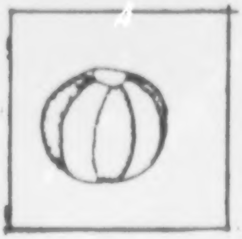
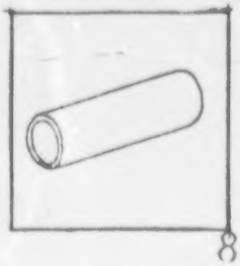
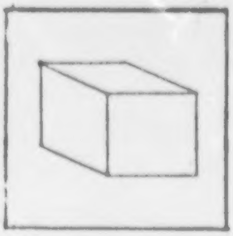
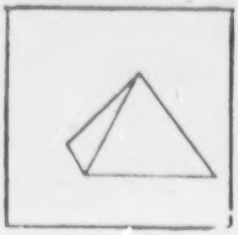

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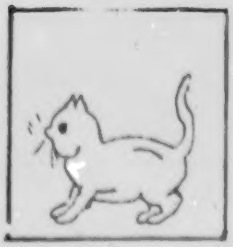
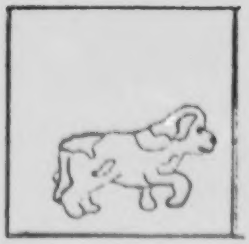
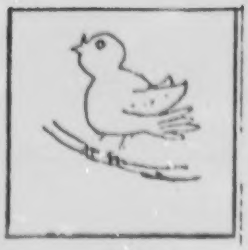
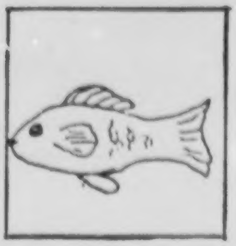

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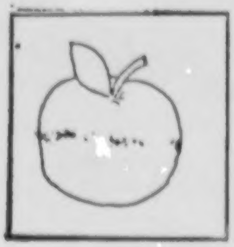
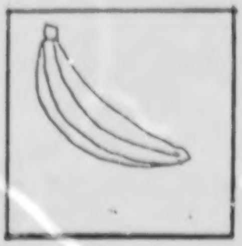
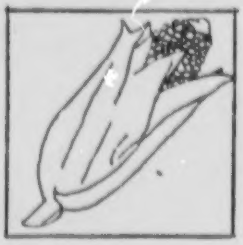
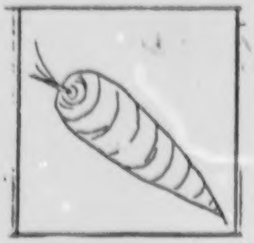

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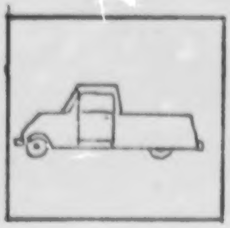
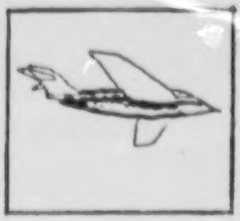
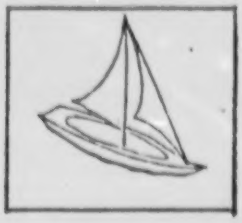
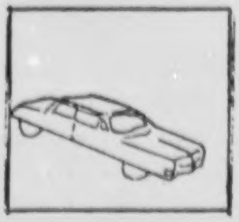

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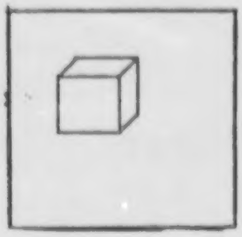
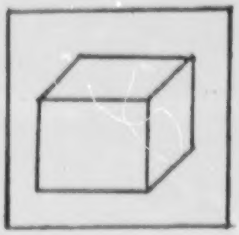
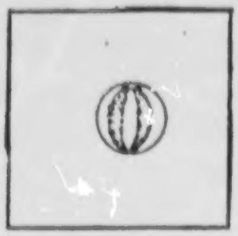
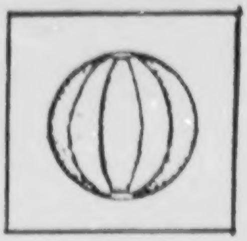

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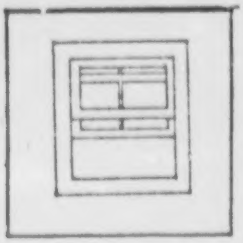
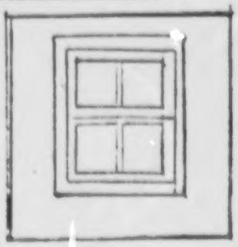
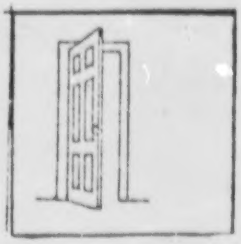
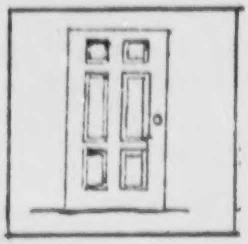

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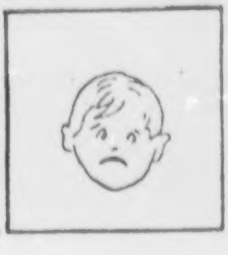
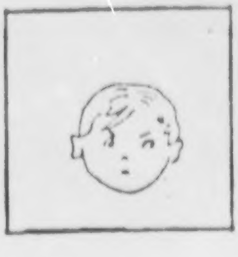
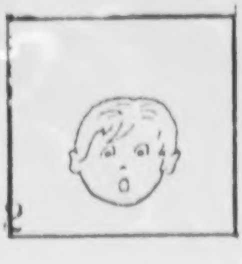
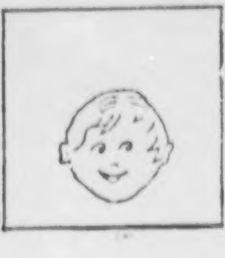

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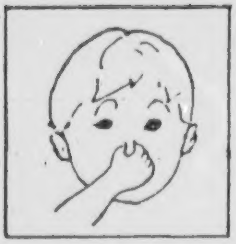
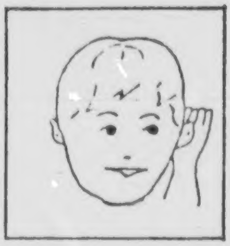
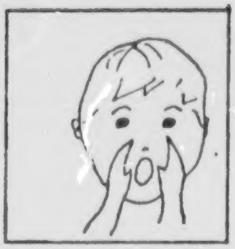
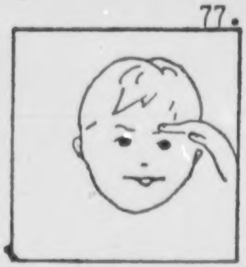

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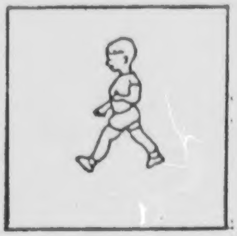
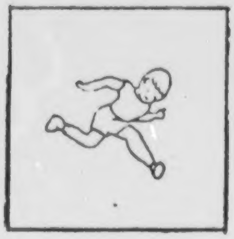
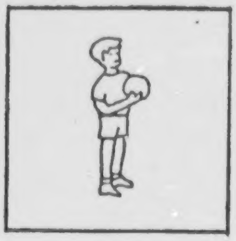
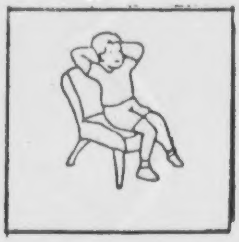

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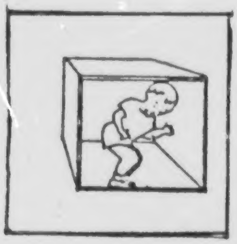
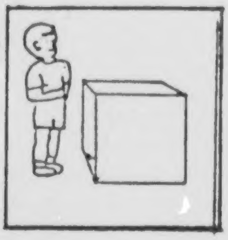
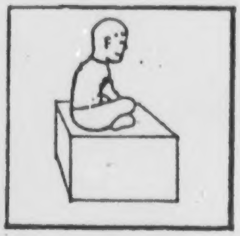
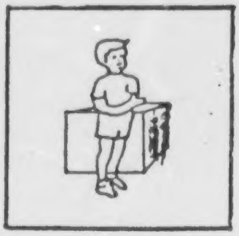

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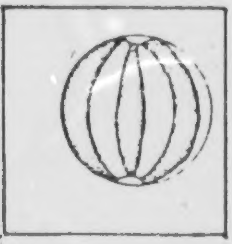
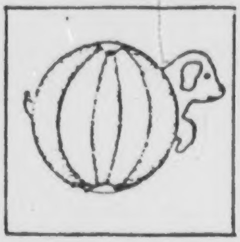
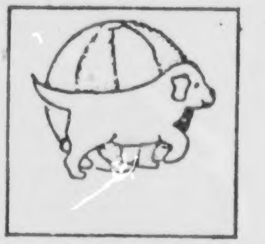
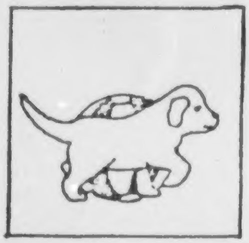

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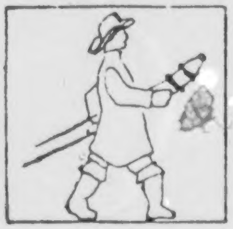
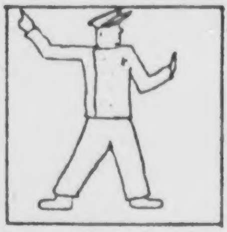
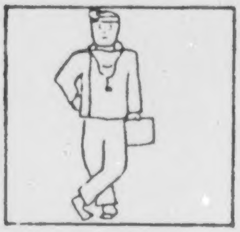
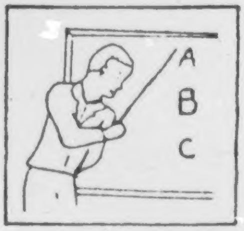

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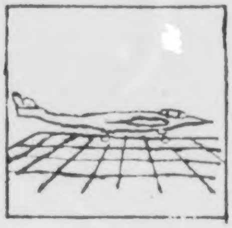
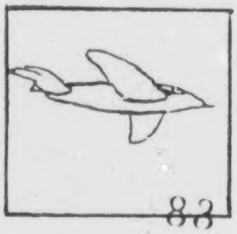
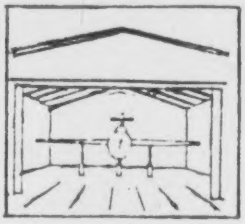
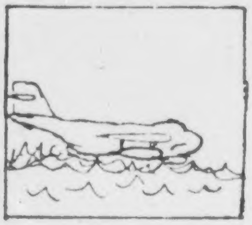

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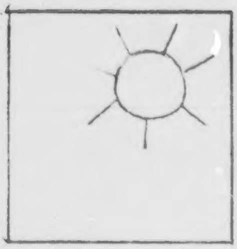
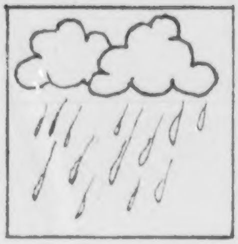
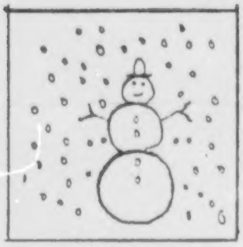
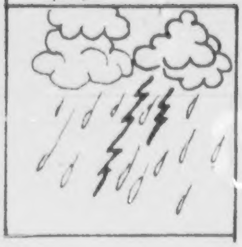

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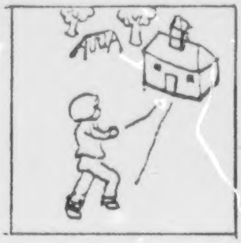
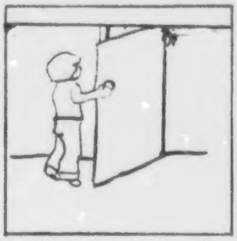
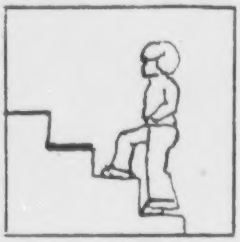
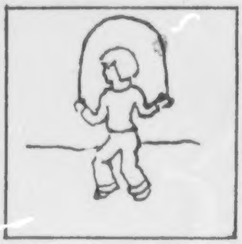

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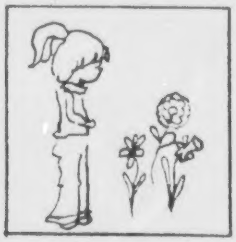
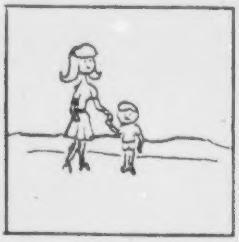
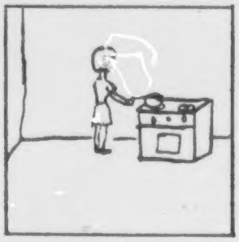
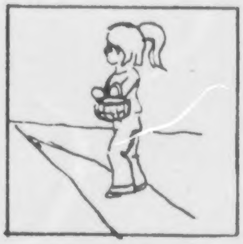

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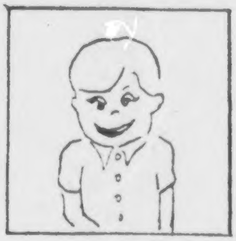
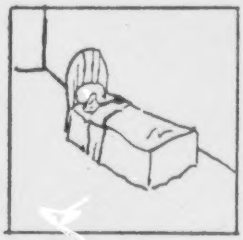
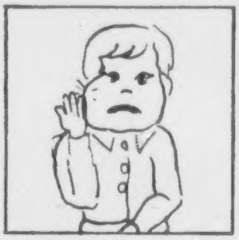
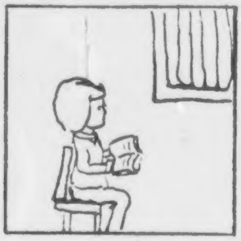

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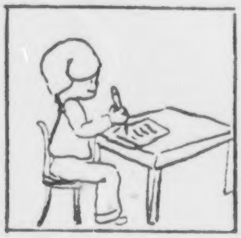
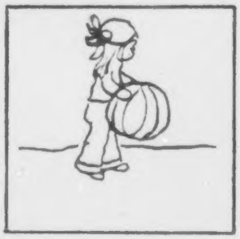
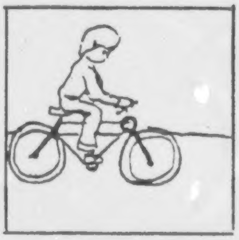
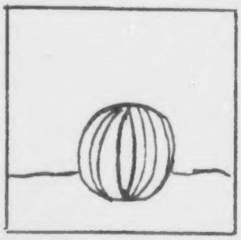

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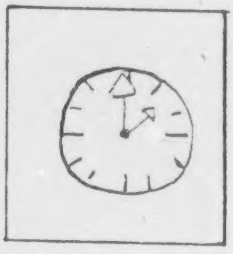
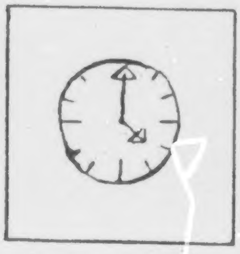
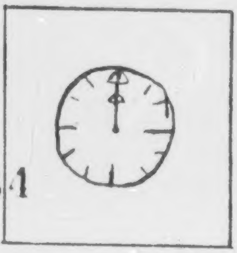
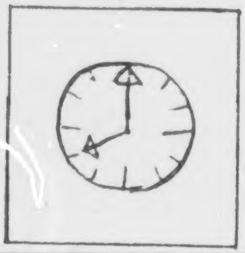

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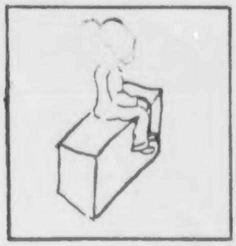
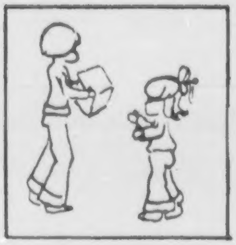
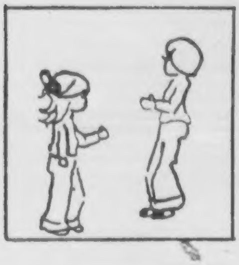
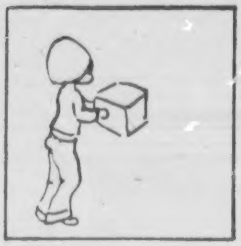

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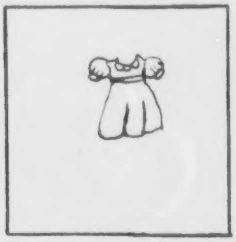
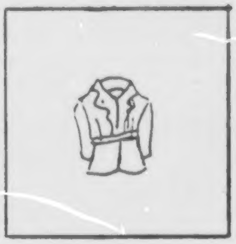
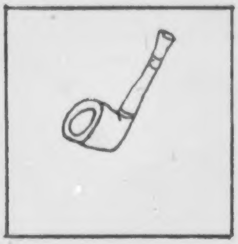
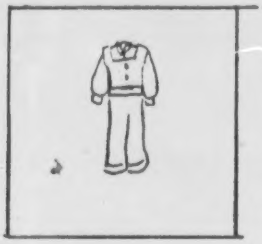

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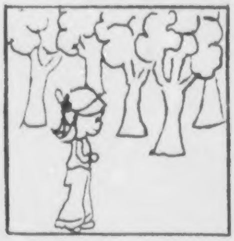
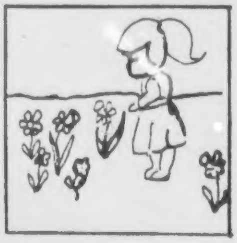
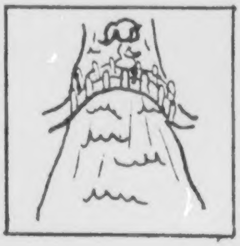
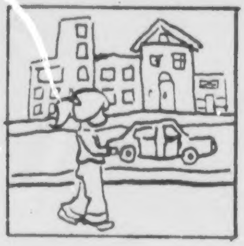

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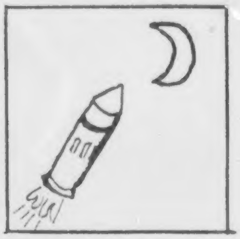
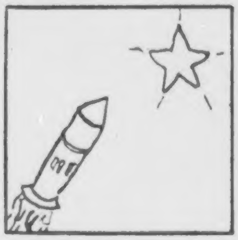
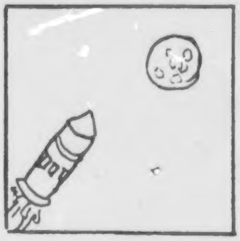
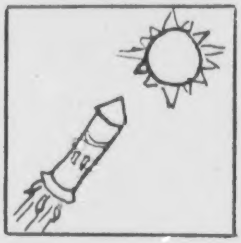

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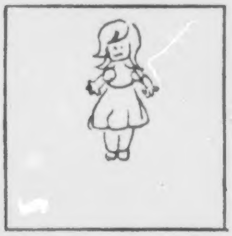
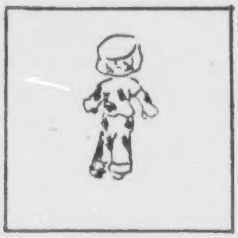
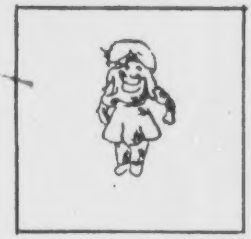
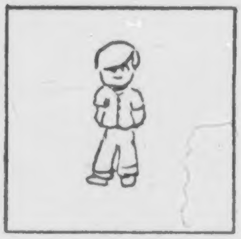

SECTION II PART 2

Number Sets

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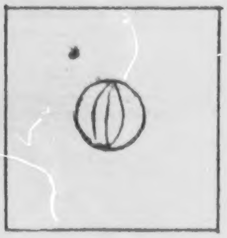
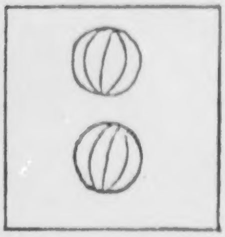
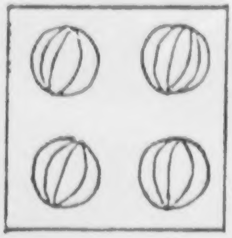
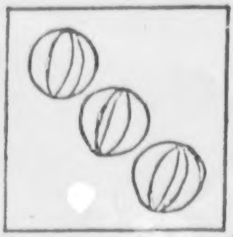

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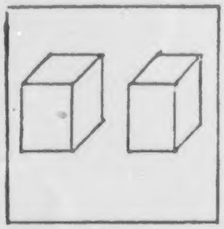
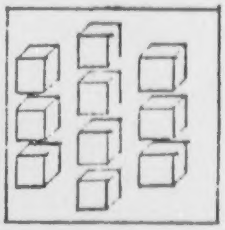
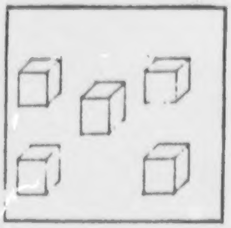
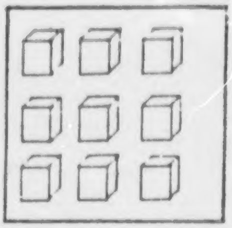

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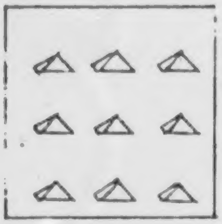
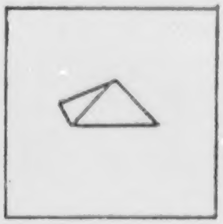
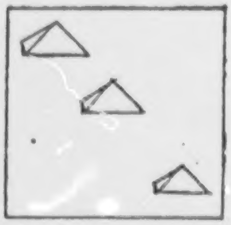
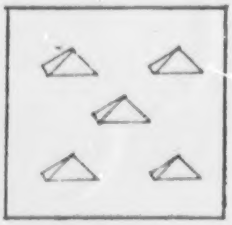
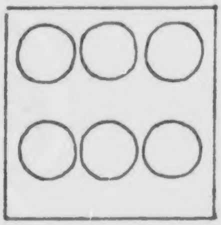
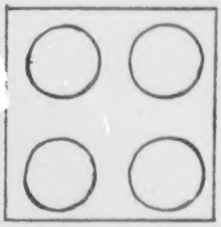
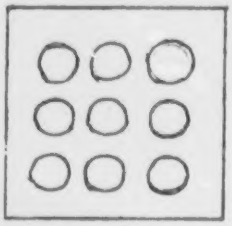
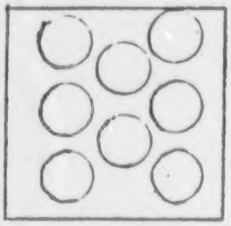





B

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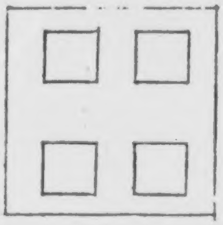
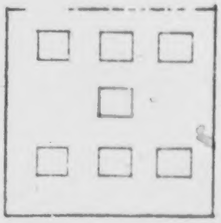
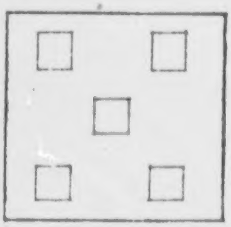
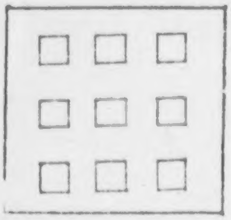
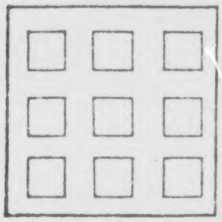
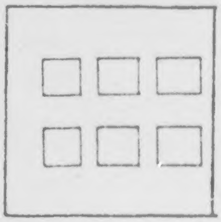
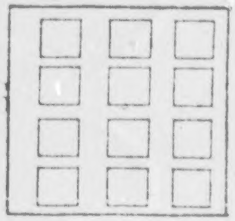
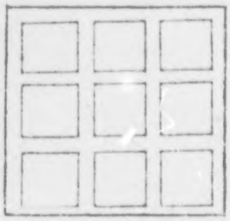





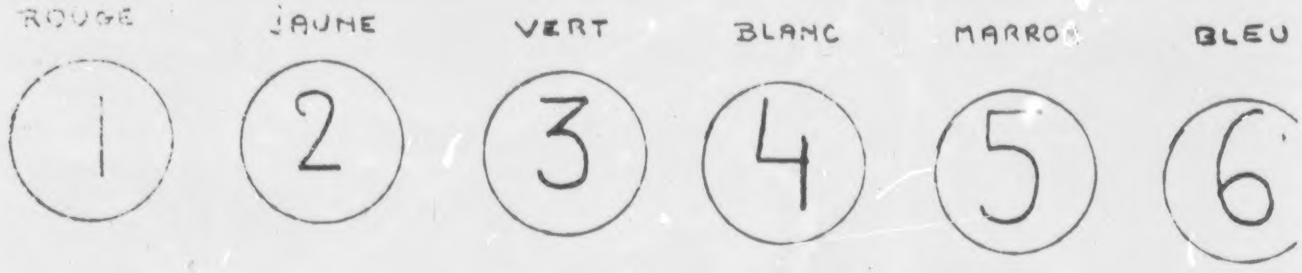
D

SECTION II PART 2

a.) Number Facility

Ex. 1	1	5	2	6
Ex. 2	10	14	17	13
A	6	4	1	3
B	4	3	1	3
C	13	18	15	20
D	16	11	14	20


ROUGE
JAUNE
VERT
BLANC
MARRON
BLEU
1
2
3
4
5
6

Ex: — 1 2 3 4 5 [✓ 6]

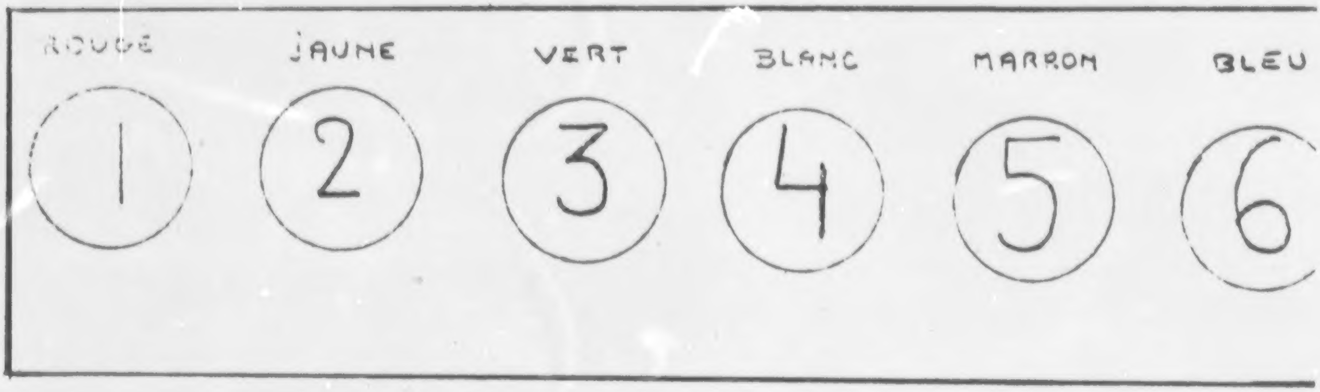
A — 1 2 3 4 5 6

B — 1 2 3 4 5 6

C — 1 2 3 4 5 6

D — 1 2 3 4 5 6

SECTION III: COLOR RECOGNITION



In order to administer this section, you may do one of two things:

1. Draw the six circles (diameter 20 cm or 8 inches) on the blackboard. Color them with chalk in the corresponding colors and write the corresponding numbers in the center.

2. Cut out of colored construction paper six circles (diameter 20 cm or 8 inches) in the corresponding colors and write on them with a black felt tip pen the corresponding numbers and scotch tape them to the blackboard.

ANNEX D

BI-MONTHLY REPORT

Fiche d'identité de la classe

Localisation

Paroisse: _ _ _ _ _ _ _ _ _ _ _ _
Ville: _ _ _ _ _ _ _ _ _ _ _ _ _ _
Ecole: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Responsables locaux

Directeur de l'école: _ _ _ _ _ _ _ _ _ _
Titulaire de la classe: _ _ _ _ _ _ _ _ _
Enseignant français: _ _ _ _ _ _ _ _ _ _ _

A - LA CLASSE

Classe:........ Section: ....
Horaire hebdomadaire:..............

(1) Enseignement de base:.............. X 5
(2) Enseignement auxiliaire:........... X 5

Nombre total d'élèves:

Garçons:..... Noirs:......
Filles: ..... Blancs:.....

B - ENSEIGNEMENT

1 - Méthode utilisée:
- Lafayette Parish Bilingual Program ☐
- St. Martin Parish Bilingual Program ☐
- autre méthode:..................... ☐

2 - Equipement pédagogique disponible:
- marionnettes ☐
- tableau de feutre ☐
- projecteur de film animé ☐
- projecteur de film fixe ☐
- écran ☐
- magnetophone ☐
- électrophone ☐
- rétroprojecteur ☐
- épidiascope ☐
- photocopieuse ☐
- duplicateur ☐

C - OBSERVATIONS (les porter au verso)

---

(1) voir fiche R-1
(2) voir fiche R-2

PROGRAMME PILOTE
(Enseignement auxiliaire)

Rapport des mois de .... 197..
Nom de l'enseignant:...............

Paroisse:................ Ville:..............
Ecole:................... Classe(s):.........
Nombre d'élèves:......... Section:...........
Nombre d'heures effectives d'enseignement auxiliaire dans le mois:....................

A - TYPES D'ACTIVITES

Il serait souhaitable que vous puissiez indiquer le temps mensuel approximatif consacré à chacune de ces activités:

1 - Enseignement de la langue
par
- math ☐ ....
- social living ☐ ....
- sciences ☐ ....
- fine arts ☐ ....
- Physical Education ☐ ....

2 - Renforcement par
- chants ☐ ....
- jeux ☐ ....
- danses ☐ ....
- saynettes ☐ ....

B - ORGANISATION MATERIELLE

1 - Où ces séances se sont-elles déroulées?
- classe ☐
- salle des fêtes ☐
- réfectoire ☐
- gymnase ☐
- terrain de jeux ☐
- piscine ☐

2 - Le professeur titulaire de la (les) classe(s) est-il présent?

3 - Vous a-t-il aidé? Comment? ....
....
....
....

C - OBSERVATIONS

Domaine pédagogique	Domaine matériel
....	....
....	....
....	....
....	....
....	....
....	....

PROGRAMME PILOTE
(Enseignement de la langue)

Rapport des mois de .... 197.. - 7..
Nom de l'enseignant:....................
Paroisse:.............
Ecole:.................
Horaire hebd:.......X 5
Ville:............
Classe:...........
Section:..........

A - CONTENU DE L'ENSEIGNEMENT

1 - Toutes les structures grammaticales prévues dans la progression bimestrielle ont-elles été présentées aux élèves? ☐ oui ☐ non

Quelles sont celles que vous n'avez pas présentées?	Pourquoi?
....	....
....	....
....	....
....	....

Quelles sont celles que vous avez anticipées/ajoutées à la progression?	Pourquoi?
....	....
....	....
....	....
....	....

2 - Le lexique proposé a-t-il été introduit? ☐ oui ☐ non

Quels éléments du lexique n'ont pas été présentés?	Pourquoi?
....	....
....	....
....	....
....	....

Quels éléments avez-vous anticipés/ajoutés à la progression?	Pourquoi?
....	....
....	....
....	....
....	....

3 - Quelles sont les structures / éléments du lexique difficiles à faire assimiler?

Structures / éléments du lexique	Nature des difficultés	Solutions trouvées
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

4 - Pourcentages approximatifs d'élèves capables de comprendre et d'utiliser les éléments linguistiques prévus dans la progression mensuelle:

Les structures : % Le lexique : %

B - TECHNIQUES

1 - Le professeur titulaire de la classe est-il présent? ....

2 - A quels moyens avez-vous eu recours?

- objets
- le tableau noir
- les marionnettes
- les figurines
- les étiquettes
- les gravures/images
- les diapositives
- le film fixe
- le film animé
- les transparents
- autre matériel

3 - Avez-vous élaboré l'un/plusieurs de ces matériels? Si oui, lesquels?
....
....
....

C - OBSERVATIONS

....
....
....
....
....
....

GHINI & ASSOCIATES
1626 PINE STREET
NEW ORLEANS, LA. 70118

(504) 866-1108

A STATE-WIDE PROGRAM OF FOREIGN LANGUAGE INSTRUCTION IN FRENCH AT THE PRIMARY LEVEL

PRINCIPALS AND SUPERVISORS SURVEY

This survey form is an important part of a study being carried out throughout the State. The purpose of the survey is to gather information about your attitude and involvement in the Pilot French Instruction Program.

We feel that you will find the questions to be interesting and meaningful. We ask that you answer them quickly and return them in the enclosed self-addressed , postage-paid envelope as soon as possible.

Feel free to answer the questions according to exactly how you feel about them -- no one in your school system or community will ever see your responses.

Your survey answers will be used for statistical compilations which will be presented to the Louisiana Legislature and will help shape the educati onal future of your schools. No one's answer can be identified nor will any effort be made at identification.

Please keep in mind that this is a survey, not a test. There can be no right or wrong answers.

Thank you for your cooperation in helping to develop your schools future.

This survey is being conducted by Ghini & Associates, a private educational consulting firm and is sponsored by the Louisiana State Department of Education

ADMINISTRATORS SURVEY

TO BE COMPLETED BY PRINCIPALS OF SCHOOLS WITH THE STATE-WIDE PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

In answering the following questions, please focus on the State-Wide Program of French Instruction in your school.

1. Evaluation of the Program

A. How satisfied are you with the French Instruction program operating in your school?

____Very satisfied
____Somewhat satisfied
____Somewhat dissatisfied
____Very dissatisfied

If you wish, comment on your response____________________

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

____Expand the program to reach more students
____Remain the same size as it is this year
____Be reduced in size
____Be eliminated from your school

If you wish, comment on your answer____________________

C. How would you rate the special supervision received by the Teaching Assistants from the French Educational Consultants?

____Excellent
____Good
____Fair
____Poor

If you wish, comment on your answer____________________

D. Please note any other facts about the Pilot French Program in your school which should be brought to the project evaluator's attention at this time.

- Principals

II. Evaluation of French Teaching Assistants

Please give your impression of each French Teaching Assistant on the following scales. Rate them according to the following scale:
E =Excellent, G=Good, F=Fair, P=Poor

Assign code name or number to each teacher. Please do not use French Teaching Assistant's real name.

	TEACHER"S CODE NAMES OR NO.									
	1	2	3	4	5	6	7	8	9	10
A. Rapport with students in his/her class.										
B. His/her relationship with administrative personnel										
C. His/her knowledge of the subjects taught.										
D. His/her ability to relate to fellow teachers.										
E. His/her preparation and organisation of Teashing materials and lessons.										
F. His/her class control										

PARISH SUPERVISORS

How do you rate the manner in which the Pilot French Instruction Program was coordinated on the State level?

How do you rate the evaluation effort?

What suggestions would you make for next years' program?

ANNEX F

GHINI & ASSOCIATES
1626 PINE STREET
NEW ORLEANS, LA. 70118

(504) 866-1108

A STATE-WIDE PROGRAM OF FOREIGN LANGUAGE INSTRUCTION IN FRENCH AT THE PRIMARY LEVEL

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ADMINISTRATORS SURVEY

TO BE COMPLETED BY PRINCIPALS OF SCHOOLS WITH THE STATE-WIDE PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

In answering the following questions, please focus on the State-Wide Program of French Instruction in your school.

1. Evaluation of the Program

A. How satisfied are you with the French Instruction program operating in your school?

_____Very satisfied
_____Somewhat satisfied
_____Somewhat dissatisfied
_____Very dissatisfied

If you wish, comment on your response______________________________

____

____

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

_____Expand the program to reach more students
_____Remain the same size as it is this year
_____Be reduced in size
_____Be eliminated from your school

If you wish, comment on your answer______________________________

____

____

C. How would you rate the special supervision received by the Teaching Assistants from the French Educational Consultants?

_____Excellent
_____Good
_____Fair
_____Poor

If you wish, comment on your answer______________________________

____

____

D. Please note any other facts about the Pilot French Program in your school which should be brought to the project evaluator's attention at this time.

____

____

- Principals

II. Evaluation of French Teaching Assistants

Please give your impression of each French Teaching Assistant on the following scales. Rate them according to the following scale:
E =Excellent, G=Good, F=Fair, P=Poor

Assign code name or number to each teacher. Please do not use French Teaching Assistant's real name.

	TEACHER"S CODE NAMES OR NO.									
	1	2	3	4	5	6	7	8	9	10
A. Rapport with students in his/her class.										
B. His/her relationship with administrative personnel										
C. His/her knowledge of the subjects taught.										
D. His/her ability to relate to fellow teachers.										
E. His/her preparation and organisation of Teaching materials and lessons.										
F. His/her class control										

ANNEX G

GHINI & ASSOCIATES
1626 PINE STREET
NEW ORLEANS, LA. 70118

(504) 866-1108

A STATE-WIDE PROGRAM OF FOREIGN LANGUAGE INSTRUCTION IN FRENCH AT THE PRIMARY LEVEL

TEACHER SURVEY

This survey form is an important part of a study being carried out in your school. The purpose of this survey is to gather information about your attitudes and involvement in the Pilot French Program.

We feel that you will find the questions to be interesting and meaningful to you. We ask tha t your answer the questions quickly and return them to us.

Feel free to answer the questions according to exactly how you feel about them -- no one in your school system or community will ever see your answers.

Your survey answers will be used for statistical compilations which will be presented to the Louisiana Legislature and will help shape the education future of your children. No one's answer can be identified, nor will any effort be made at identification.

Please keep in mind that this is an attitude and awareness survey. It is not a test. There can be no right or wrong answers. The questions can be answered wtih a mark on the line next to the answer you feel best reflects your opinion.

Thank you for your cooperation in helping to develop your school.

This survey is being conducted by Ghini & Associates, a private educational consulting firm and is sponsored by the Louisiana State Department of Education.

STATE-WIDE PROGRAM OF PILOT FRENCH INSTRUCTION PROGRAM AT THE PRIMARY LEVEL

TEACHER SURVEY

1. What grade do you teach? ____________________

2. Which of the following goals do you think is the most crucial to the success of the Pilot French Program?

   a.____ To develop pride in language and culture and thereby enhance child's self-image.
   b.____ To produce a child who is fluent in English and to improve his cultural appreciation of French.
   c.____ To raise the level of achievement of all students
   d.____ To enhance prode in the French-speaking parents, where it does not presently exist, by seeing their children's success in the use of better French and better English.

3. Are you satisfied with your degree of involvement and participation in the Program?

   a.___ Very satisfied
   b.___ Satisfied
   c.___ Fairly satisfied
   d.___ Not satidfied
   e.___ Not involved

   Please comment ____

4. Have you ever been invited to planning meetings relevant to the Program?
   Yes______ No______

5. How many such meetings have you been invited to attend?

   a.___ Five
   b.___ Three
   c.___ One
   d.___ None

6. How many have you attended?

   a.____ Five
   b.____ Three
   c.____ One
   d.____ None

7. Evaluation of the Program

   How satisfied are you with the Pilot French Program operating in your school?

   a.___ Very satisfied
   b.___ Somewhat satisfied
   c.____ Somewhat dissatisfied
   d.____ Very dissatisfied
   If you wish, comment on your response ______________________________

   ____

   ____

8. If funds for this program are available for next year, which do you feel is appropriate for your school?

a.____Expand the program to reach more students
b.____Remain the same size as it is this year.
c.____Be reduced in size
d.____Be eliminated from your school.

If you wish, comment on your answer________________________________

9. Who do you think benefits the most from the Pilot Program --English or French background children?____________________

10. Are the children in your classroom interested in learning French?
______Yes ______No

11. Do you feel the program can improve the overall quality of education in your classroom? _____Yes ____No

12. Could the Pilot French Program harm any children in your classroom?
______Yes _____No

13. If Yes, in what way?________________________________

14. If you did not know French, could you learn it the way it is being taught in this Program? ____Yes ____No

15. Would you like to participate in a program to learn French?

a.____Yes
b.____No √
c.____No, I already speak French

16. What type of French teaching schedule would you think is ideal considering that one hour a day is required?

a.____One hour in the morning
b.____One hour in the afternoon
c.____Half hour in the morning and half hour in the afternoon
d.____Two half hours separated by some other subject in the morning
e.____Two half hours separated by some other subject in the afternoon
f.____Some other way. Please explain________________________________

17. How would you evaluate your French teacher both as a person and as an educational collegue? Please comment:________________________________

ANNEX H

GHINI & ASSOCIATES
1626 PINE STREET
NEW ORLEANS, LA. 70118

(504) 866-1108

A STATE-WIDE PROGRAM OF FOREIGN LANGUAGE INSTRUCTION IN FRENCH AT THE PRIMARY LEVEL

PARENTAL SURVEY

The survey form that your child has brought to you from school is an important part of a study being carried out in the school that your child is attending. The purpose of this survey is to gather information about the attitudes and involvement of parents towards education in general and the Pilot French Program in particular.

We feel that you will find the questions to be interesting and meaningful to you. We ask that you try to answer the questions quickly, without spending too much time on any single question.

Feel free to answer the questions according to exactly how you feel about them -- no one in your school system or community will ever see your answers.

Your answers, along with those of other parents, are an important part of this state-wide study. When you have finished the survey, please place it in the self-addressed, postage paid envelope provided and mail it.

Your survey answers will be used for statistical compilations which will be presented to the Louisiana Legislature and will help shape the educational future of your child. No one's answer can be identified, nor will any effort be made at identification.

Please keep in mind that this is an attitude and awareness survey. It is not a test! There can be no right or wrong answers. The questions in the survey can be answered by placing a check in the space provided, like this: (/x/).

Thank you for your cooperation in helping to develop your child's school.

This survey is being conducted by Ghini & Associates, a private educational consulting firm and is sponsored by the Louisiana State Department of Education.

STATE-WIDE PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

PARENTAL QUESTIONNAIRE

1. What school is your child attending? ____________________ Grade ____

2. Have you heard of the Pilot French Program before? Yes / / No / /

3. If yes, how did you learn about it? Friend / / Child / / PTA / / Newspaper / / Teacher / / Other ____________

4. Did you know that your child was a participant in this program? Yes/ / No / /

5. Do you like the idea of your child learning French?

   1. / / Yes
   2. / / Doesn't make any difference
   3. / / No

6. Do you want your child to have the opportunity to learn a second language?

   1. / / Yes
   2. / / Doesn't make any difference
   3. / / No

7. If Yes, what other language besides French would you most like your child to learn?

   1. / / Spanish
   2. / / German
   3. / / Italian
   4. / / Other ____________________
   5. / / None

8. While in the Pilot French Instruction Program, besides subject matter learning, has your child benefitted in any other way?

   1. / / Yes
   2. / / No
   3. In what way? ____

   ____

9. How do you think that your child's attitude toward French and French Culture has been affected by the Pilot French Instruction Program?

   1. / / It has improved greatly
   2. / / It has improved somewhat
   3. / / It is about the same
   4. / / It has worsened somewhat
   5. / / It has definately worsened

10. At home, I speak to my child:

    1. ____always in French
    2. ____sometimes in French, sometimes in English
    3. ____always in English

11. At home, my child speaks to me:

1. ____always in French
2. ____sometimes in French, sometimes in English
3. ____always in English

12. At homw, I speak to others in the family:

1. ____always in French
2. ____sometimes in French, sometimes in English
3. ____always in English

13. Have you ever traveled to or lived in a country other than the U.S.?

1. / / Yes
2. / / No

14. If Yes, what country?____

15. Do you belong to the PTA, PTC or any other parents' association?

1. / / Yes
2. / / No

14. Have you visited your child's French-speaking teacher this year?

1. / / Yes
2. / / No

15. Have you visited your child's English-speaking teacher this year?

1. / / Yes
2. / / No

16. How old is the head of your household?

1. / / 24-30
2. / / 31-40
3. / / 41-50
4. / / 51-60
5. / / 61 or over

17. The head of your household has finished:

1. / / less than 8 years of school
2. / / 8 - 11 years of school
3. / / High School
4. / / 2 years of College
5. / / College

18. Please write any suggestions you have for the Pilot French Program.

PROGRAMME PILOTE

Contenu linguistique
et répartition mensuelle
pour la première année

ANNEX I

Le contenu linguistique présenté ici dans sa progression annuelle est un relevé des éléments de langue que l'on peut se proposer de faire acquérir au cours de la première année d'apprentissage de la langue. Il est suffisant parce que les structures et le lexioue qu'il propose constituent les éléments de base permettant à des enfants de communiquer entre eux dans quelques situations qui leur sont familières. Il est maximal si l'on tient compte du temps réservé à l'enseignement du français. Il suppose, bien entendu, que l'on se réfère uniquement à la langue courante. D'autre part, il y aura lieu de distinguer les connaissances actives qui font l'objet du présent relevé, des connaissances passives (voir vocabulaire de classe):

On entend par connaissance active, celle qui est définie 'priori selon une certaine progression, et systématisée, et qui permet à l'enfant de produire du language. La connaissance passive est, parrallèlement, ce qu'il est capable de comprendre sans nécessairement être en mesure de le produire.

Enfin, notons que la répartition telle qu'elle est proposée ne correspond pas nécessairement à celle retenue dans les différents livrets dont vous disposez. Il vous conviendra donc de retrouver dans ces matériels les techniques de classe qui vous permettront de faire vos préparations de leçon.

General Translation:

Pilot Program Instructional Plan

This instructional plan or scope and sequence contains linguistic structures and lexical items that the student should master during the first year of the program. The vocabulary is current and the structural elements contained allow the students to communicate with each other in situations with which they are familiar. Considering the period of time allotted for French instruction between the pre and post test, this plan should be more than adequate as a guideline for the French Teaching Assistants.

NOTE: The instructional plan which follows is given alternately in French and in English.

MOIS CONTENU		Septembre	Octobre
STRUCTURES LINGUISTIQUES DE BASE en connaissance active (2)		Bonjour Comment t'appelles-tu? -Je m'appelle/tu t'appelles... -Et toi? Quel âge as-tu? -J'ai...ans (1) Comment vas-tu/ça va? -Je vais bien/ça va bien, merci Voilà C'est... C'est un/une C'est un/une? -Oui, c'est un/une -Non, c'est un/une	Il/elle s'appelle Je suis, tu es, il/elle est (1) Qu'est-ce que c'est -C'est le/la...de... (1) Qui est-ce/Qui c'est? -C'est... Non, ce n'est pas... Tuas peur, j'ai peur
THEMES DE BASE (4)		(3) La salle de classe Les parties du visage/du corps Les habits	La maison La famille L'automne Halloween
L E X I Q U E en connaissance active (2)	Verbes	Marcher, sauter, courir, toucher	Laver, balayer, faire la cuisine, ramasser, porter
	Adjectifs	Rouge, jaune, bleu, vert Un, deux, trois, quatre, cinq	Petit, grand Orange, marron, noir, blanc six, sept, huit, neuf, dix
	Substantifs	L'école, professeur, table, chaise, tableau, porte La bouche, le nez, la tête, le cou, les yeux, les mains, les pieds, les oreilles, les bras, les jambes Le papier, le crayon, les ciseaux, la feuille de papier Homme, femme, enfant, garçon, fille Robe, jupe, chemise, pantalon, soulier, habit	Cercle, triangle, carré, rectangle, côté Père, mère, frère, soeur, bébé, papa, maman. La maison Fenêtre, cheminée, toit, cuisine, chamb salle à manger, salon, salle de bain, mur, lit, lampe, rideau, télévision, cuisinière, fauteuil Le chat noir, fantôme, sorcière, citrouille, épouvantail, le bois (dans le sens de forêt) La pluie, le vent, l'éclair.

CONTENT \ MONTH		September	October
BASIC LINGUISTIC STRUCTURES for active use (2)		Hello or good morning What is your name? My name is....../your name is... And you? How old are you? I am ___ years old. (1) How are you? I am well, thank you. there is or there are This is ___ This is a Is this a? Yes, this is a__. No, this is a ___.	His/her name is I am, you are, he/she is (1) What is it It is the__of___. (1) Who is it? It is ___. No, it is not ___. You are afraid, I am afraid.
BASIC THEMES (4)		(3) The classroom The parts of the face/the body The parts of clothing	The house The family Autumn Halloween
VOCABULARY for active use (2)	Verbs	To walk, to jump, to run, to touch	To wash, to sweep, to do kitchen work, to pick up and to carry
	Adj.	Red, yellow, blue, green one, two, three, four, five	little, big orange, maroon, black, white six, seven, eight, nine, ten
	Nouns	The school, teacher, table, chair the blackboard, door the mouth, the nose, the head, the neck, the eyes, the hands, the feet, ears, arms, legs, paper, pencil, scissors, a sheet of paper man, woman, child, boy, girl dress, skirt, shirt, pants, shoes, clothes	circle, triangle, square, rectangle side father, mother, brother, sister, baby, papa, mama The house window, chimney, roof, kitchen, room dining room, parlor, bathroom, wall, bed, lamp, curtain, television, a kitchen stove, armchair The black cat, the ghost, the witch, pumpkins, scarecrow, the woods, the rain, the wind, the lightning

CONTENU / MOIS		Novembre	Décembre
STRUCTURES LINGUISTIQUES DE BASE en connaissance active (2)		Vous êtes, ils /elles sont Qu'est-ce qu'il fait? Qu'est-ce qu'il y a? J'ai, tu as, il/elle a De quelle couleur est...? Est-ce que...? Ce sont des... Etre malade avoir mal	A qui est...? -il est à moi/toi/lui/elle Avoir, à la construction négative Il fait beau/ froid Avoir chaud/ froid Il y a combien de...? Ce sont les... de... Ce sont les...du... Ce sont les...de la... Jouer à/au Jouer avec (moi)
THEMES DE BASE	(4)	Les fruits et les légumes Thanksgiving Les "community helpers"	Noël; les jouets l'hiver
LEXIQUE en connaissance active (2)	Verbes	Boire, manger Pousser, aider	vouloir Vendre, compter Aimer, préférer Décorer, Pleuvoir
	Adjectifs	Long(voyage), fatigué Dix, onze, douze, treize, quatorze, quinze	Doré, joli, beau/belle Chaud, frais, froid Seize, dix-sept, dix-huit, dix-neuf, vin
	Substantifs	Les fruits/les légumes Pomme, poire, banane, pêche, raisin maïs, carotte,pomme de terre,haricot	Jouet, balle,poupée,auto/voiture, bicyclette, ballon de football, magasiin fusée
		Bateau, voile, vent, Les Etats-Unis, voyage, indiens, pèlerin, dindon	Père Noël,bougie,arbre de Noël,feuille, branche,boule,étoile,carte de Noël, cadeau, anniversaire, boite.
		Infirmière, médecin,agent,uniforme, automobile,pompier,casque,botte, feu,fermier,voiture,ambulance,facteur.	Neige, terre, soleil

MONTH / CONTENT		November	December
BASIC LINGUISTIC STRUCTURES for active use (2)		You are, they are What is he doing? What is there? I have, you have, he/she has What color is_______? Is it true_______? These are some_____ To be sick To be sick	Whose is _________? It is mine/yours/his/hers To have, in a negative construction The weather is pretty/cold to be hot/to be cold How many __________are there? These are the ______of______. These are the ______of the ______. These are the _____ of the _______. To play Play with me
BASIC THEMES (4)		Fruit and vegetables Thanksgiving The "community helpers"	Christmas, toys winter
VOCABULARY for active use (2)	Verbs	To drink, to eat to grow, to help	to want to to sell, to count to love, prefer to decorate to rain
	Adj.	long (trip), tired ten, eleven, twelve, thirteen, fourteen, fifteen	gilded, pretty, beautiful warm, fresh, cold sixteen, seventeen, eighteen, nineteen, twenty
	Nouns	fruits and vegetables apple, pear, banana, peach, raisin corn, carrots, potatoes, beans boat, sail,wind, the United States voyage, Indians, Pilgrim, turkey nurse, doctor, policeman, uniform automobile, firetruck, helmet, boot fire, farmer, automobile, ambulance worker	toy, ball, doll, car, bicycle, football, a store, a rocket, Santa Claus, candle Christmas tree, a leaf, a branch, a ball, a star, a Christmas card, a gift, anniversary, box, snow, earth and sun

MOIS CONTENU		Janvier	Février
STRUCTURES LINGUISTIQUES DE BASE en connaissance active (2)		Où est...? Pourquoi? -parce que Comment est...? Sur, sous, dans, à Avec quoi/qui? Quelqu'un...(frappe, etc.) Ne...pas En avoir (constructions simples) Avoir faim x plus y égalent z (notions d'addition).	Où sont...? Aller à/au Mon, ma A côté de Sous, autour de, derrière, devant, à droite, à gauche Moi aussi Ou + verbe Quelle heure il est/est-il?
THEMES DE BASE (4)		Les perceptions sensorielles Les animaux domestiques	Les mayens de transport L'heure (juste)
L E X I Q U E en connaissance active (2)	Verbes	Avoir, sentir, entendre, frapper Voler, nager Lancer, attraper Tousser	Voyager, tirer, transporter, passer
	Adjectifs	Bon, mauvais Vite, lentement Dur, mou/molle. long(ue), court(e) Gris	Content, triste, fâché Propre, sale
	Substantifs	Langue, odeur Animaux Chien, museau, queue, patte, poil cheval, chat, vache, lait, veau, l'oiseau, poule, bec, poussin, aile, poulet, coq, plume, cochon, mouton, laine, agneau, caneton, chèvre, poisson.	Etats-Unis, drapeau, bande Camion, pédale, guidon, moteur, portière chemin, rue, taxi, charrette, tracteur, autobus,autocar, train, wagon, bateau, pirogue, avion, hélicoptère heure, minuit, midi.

MONTH / CONTENT		January	February
BASIC LINGUISTIC STRUCTURES for active use (2)		Where is......? Why? because How is______? on, under, in and to with whom or with what someone is knocking, etc. (negative form of the verb) To have some (simple construction) to be hungry x plus y equals z (notions of addition)	where are to go to my besides under, around, behind. in front of, at the right or at the left I also where plus a verb What time is it?
BASIC THEMES (4)		The sense perceptions Domestic animals	Means of transportation Telling time
VOCABULARY for active use (2)	Verbs	To have, to feel, to understand, to strike, to fly, to swim, to throw, to catch, to cough,	To travel, to pull, to transport, to pass,
	Adj.	good, bad, fast, slow, hard, soft long, short, grey	happy, sad, tired, clean, dirty
	Nouns	tongue, smell animal, dog, snout, tail, fur horse, cat, cow, milk, calf bird, chicken, beak, chick, wing pullet, rooster, feather, pig, sheep, wool, lamb, duckling, goat, fish	United States, flag, band truck, peddle, handlebars, motor, door curtain, road, street,taxi, wagon, tractor, a bus, automobile, train, wagon, boat, pirogue, airplane helicopter hour, minute, noon

CONTENU / MOIS		Mars	Avril	Mai
STRUCTURES LINGUISTIQUES DE BASE en connaissance active (2)		Qu'est-ce que + Sujet + Verbe? Ton, ta Qui est...? Moi non plus	Loin, près /loin de, près de Son, sa Plus...que...	Révision
THEMES DE BASE (4)		Mardi Gras Les insectes Lè printemps	Pâques Les animaux du zoo	L'été
LEXIQUE en connaissance active (2)	Verbes	Piquer Mettre	Prendre	Révision
	Adjectifs	Drôle/amusant ouvert, fermé	Fort	Révision
	Substantifs	Mardi Gras Défilé, char, reine, roi, couronne, masque, clown Insectes Mouche, moustique, fourmi, abeille, fleur, papillon, sauterelle	Pâques Oeuf, panier, lapin, paille, herbe, fête, église, messe Animaux Eléphant, trompe, defense tigre, girafe, zèbre, lion	Révision

MONTH CONTENT		March	April	May
BASIC LINGUISTIC STRUCTURES for active use (2)		Where does subject verb your Where is...? Me neither	far, near, far from, near to his more than	Review
BASIC THEMES (4)		Mardi Gras insects Spring	Easter the animals in the zoo	Summer
VOCABULARY for active use (2)	Verbs	to bite to put	to take	Review
	Adj.	funny, amusing open, close	strong	Review
	Nouns	Mardi Gras parade, float, king, queen crown, mask, clown insects fly, mosquito, ant, bee, flower, butterfly grasshopper	Easter egg, basket, rabbit, straw grass, holiday, church, mass animals elephant, trunk, defense, tiger, giraffe, zebra, lion	Review

PARTICIPATING PARISHES	SCHOOL & PRINCIPAL	FRENCH TEACHING A
ACADIA Superintendent: Dr. John Bertrand Supervisor: Mr. Simeon Marcotte	Ross Elementary Mr. Harry Fusilier, Principal	Mr. Richard Swinne Mrs. Michele Swinn
	South Rayne Mr. Olen Reed	Mr. Herve Malard Mrs. Veronique Mal
	Church Point High Mr. Francis Mouille	Mr. Vincent Limini Mrs. Catherine Lim
	Central Rayne Mr. Donald Hoffpauir	Miss Brigitte Rouv
	Iota Mr. Raymond Bruchez	Mr. Rene Lucassagn
AVOYELLES Superintendent: Mr. Charles Spears Supervisor: Mr. Fred Chatelain	Marksville Elementary Mr. James Bordelon	Mr. Michel Barbier Mrs. Denise Barbie
	Bunkie Elementary Mr. Lynn Fogleman	Mr. Yvon Floch Mrs. Suzanne Floch
	Mansura Mr. George Vainche	Mr. Jacques Labar
	Simmesport Elementary Mr. Walter Brown, Jr.	Mr. Yves Routier
	Cottonport Mr. Wilfred Laborde	Mr. Alain Holdere
EAST BATON ROUGE Superintendent: Mr. R. J. Aertker Supervisor: Miss Patricia Harvey	Highland Mr. Don Beard	Miss Agnes Chauan
	Jefferson Terrace Mr. Arthur Lamm	Miss Therese Pell
	Nicholson Mr. Jacob Riley	Mr. Philippe Port

G	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
John Bertrand eon Marcotte	Ross Elementary Mr. Harry Fusilier, Principal	Mr. Richard Swinnen Mrs. Michele Swinnen
	South Rayne Mr. Olen Reed	Mr. Herve Malard Mrs. Veronique Malard
	Church Point High Mr. Francis Mouille	Mr. Vincent Liminiana Mrs. Catherine Liminiana
	Central Rayne Mr. Donald Hoffpauir	Miss Brigitte Rouvillain
	Iota Mr. Raymond Bruchez	Mr. Rene Lucassagne
Charles Spears Chatelain	Marksville Elementary Mr. James Bordelon	Mr. Michel Barbier Mrs. Denise Barbier
	Bunkie Elementary Mr. Lynn Fogleman	Mr. Yvon Floch Mrs. Suzanne Floch
	Mansura Mr. George Vainche	Mr. Jacques Labart
	Simmesport Elementary Mr. Walter Brown, Jr.	Mr. Yves Routier
	Cottonport Mr. Wilfred Laborde	Mr. Alain Holderer
R. J. Aertker ricia Harvey	Highland Mr. Don Beard	Miss Agnes Chauanard
	Jefferson Terrace Mr. Arthur Lamm	Miss Therese Pellarin
	Nicholson Mr. Jacob Riley	Mr. Philippe Porte

ANNEX J

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSIS
EVANGELINE Superintendent: Mr. J. H. Perrodin Supervisor: Mr. Louis J. Lafleur	Ville Platte Lower Elementary Mr. Eli Thomas	Mr. Richard Tilly Mrs. Caroline Tilly
	Carver Mr. Herman Malveaux	Mr. Gilbert Ettori
	Heath Mrs. Derutha Dossman	Mr. Robert Seyferth
	Mamou Elementary Mr. Jack Tate	Mr. Pierre Thibaud
	W. W. Stewart Mr. Curley Dossman	Miss Michele Raberain
IBERIA Superintendent: Mr. C. O. Duhon Supervisor: Mrs. Ruby Segura	Center Street Mr. Vernon Bell	Mr. Bernard Guedan
	Magnolia Mr. Norris Meaux	Mrs. Claire Guedan
	Hopkins Street Mr. Bill Wallis	Mr. Elian Romezin
	Live Oak Mr. Charles Latiolais	Mrs. Anne-Marie Romez
	North Lewis Mr. C. J. Gonsoulin	Mr. Guy LeBlanche
	Jeanerette Elementary Miss Gertrude Schexnayder	Miss Bernadette Desp

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
H. Perrodin . Lafleur	Ville Platte Lower Elementary Mr. Eli Thomas	Mr. Richard Tilly Mrs. Caroline Tilly
	Carver Mr. Herman Malveaux	Mr. Gilbert Ettori
	Heath Mrs. Derutha Dossman	Mr. Robert Seyferth
	Mamou Elementary Mr. Jack Tate	Mr. Pierre Thibaud
	W. W. Stewart Mr. Curley Dossman	Miss Michele Raberain
C. Duhon egura	Center Street Mr. Vernon Bell	Mr. Bernard Guedan
	Magnolia Mr. Norris Meaux	Mrs. Claire Guedan
	Hopkins Street Mr. Bill Wallis	Mr. Elian Romezin
	Live Oak Mr. Charles Latiolais	Mrs. Anne-Marie Romezin
	North Lewis Mr. C. J. Gonsoulin	Mr. Guy LeBlanche
	Jeanerette Elementary Miss Gertrude Schexnayder	Miss Bernadette Despiau

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING AS
LAFAYETTE Superintendent: Mr. Harold Gauthe Supervisor: Dr. Catherine Janes	Broadmoor Mr. Donald LeBlanc	Mr. Jean Logie
	Woodvale Mr. George Hebert	Mrs. Francine Logi
	Acadian Mr. Henry Landry	Mr. Daniel SanJuan
	Faulk Mr. Chester Stelly	Mrs. Marie SanJuan
	Prairie Mr. John Guilbeau	Mr. Guy Bachelier
	Plantation Mr. Joseph Guidry	Miss Brigitte Lesa
	Hamilton Mr. Nelson Dozier	Miss Ann-Marie Por
LAFOURCHE Superintendent: Mr. W. L. Authement Supervisor: Mr. I. T. Danos	Golden Meadow Elementary Mr. Gaspar Stall	Mrs. Suzanne Chevr Mr. Jean-Louis Che
	Larose Elementary Mr. Clyston Saucier	Mr. Francois Valfo Mrs. Gilberte Valf
	Galliano Elementary Mr. Medric Gautreaux	Mr. Raphael Clop
	Cut Off Mr. Irvin Adams	Mr. Jean Pierre Gr

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
arold Gauthe	Broadmoor Mr. Donald LeBlanc	Mr. Jean Logie
rine Janes	Woodvale Mr. George Hebert	Mrs. Francine Logie
	Acadian Mr. Henry Landry	Mr. Daniel SanJuan
	Faulk Mr. Chester Stelly	Mrs. Marie SanJuan
	Prairie Mr. John Guilbeau	Mr. Guy Bachelier
	Plantation Mr. Joseph Guidry	Miss Brigitte Lesaint
	Hamilton Mr. Nelson Dozier	Miss Ann-Marie Portella
L. Authement	Golden Meadow Elementary Mr. Gaspar Stall	Mrs. Suzanne Chevreau Mr. Jean-Louis Chevreau
Danos	Larose Elementary Mr. Clyston Saucier	Mr. Francois Valfort Mrs. Gilberte Valfort
	Galliano Elementary Mr. Medric Gautreaux	Mr. Raphael Clop
	Cut Off Mr. Irvin Adams	Mr. Jean Pierre Graveron

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING
LASALLE Superintendent: Mr. Roy Welch Supervisor: Mr. Jack Lee	Olla Elementary Mr. Ray Duke	Mr. Gilles Mora
	Jena Elementary Mr. Shelby Brooks	Mrs. Francoise Mo
LIVINGSTON Superintendent: Mr. Caroll Leggett Supervisor: Mr. Roy Lobell	French Settlement High Mr. Murphy Henderson	Mr. Yves Calmejar
MOREHOUSE Superintendent: Mr. O. L. Harper	Cherry Ridge-Pinegrove Mrs. Margaret Upton	Mr. Andre Dubois
	Oak Hill Mr. Alfred Twymon	Mrs. Marie Dubois
	West Side Mr. William Alexander	Mr. Herve Baudouy
ORLEANS Superintendent: Dr. Gene Geisert Supervisor: Mr. Hanes Morris	Craig Elementary Mrs. Maude Crocker	Mr. Jean Lagaude
	Gordon Elementary Miss Rosemary Morales	Mrs. Sylvie Lagau
	Lawless Elementary Mr. Albert Victorianne, Jr.	Mr. Jean Demoulie
	Edison Elementary Mrs. Anita Crump	Mrs. Yves Demouli

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
Roy Welch	Olla Elementary Mr. Ray Duke	Mr. Gilles Mora
Lee	Jena Elementary Mr. Shelby Brooks	Mrs. Francoise Mora
Caroll Leggett Lobell	French Settlement High Mr. Murphy Henderson	Mr. Yves Calmejane
D. L. Harper	Cherry Ridge-Pinegrove Mrs. Margaret Upton	Mr. Andre Dubois
	Oak Hill Mr. Alfred Twymon	Mrs. Marie Dubois
	West Side Mr. William Alexander	Mr. Herve Baudouy
Gene Geisert	Craig Elementary Mrs. Maude Crocker	Mr. Jean Lagaude
Morris	Gordon Elementary Miss Rosemary Morales	Mrs. Sylvie Lagaude
	Lawless Elementary Mr. Albert Victorianne, Jr.	Mr. Jean Demouliez
	Edison Elementary Mrs. Anita Crump	Mrs. Yves Demouliez

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING A
ORLEANS (Cont)	Lusher Elementary Mrs. Carolyn Weddle	Miss Veronique Dam
	Habans Elementary Mr. Edward Puyau, Jr.	Mr. Yves Melis
OUACHITA Superintendent: Mr. J.O. Lancaster, Jr. Supervisor: Mr. Patrick Robinson	Kiroli Mr. Wayne Clark	Mrs. Maryse Rossig
	Lenwil Mr. Wamul Owens	Mr. Jean Bontemps
	A. L. Smith Mr. James Rainwater	Mr. Jean Saint-Gil
	Swayze Mr. Ray Wright	Mr. Thierry Sauer
ST. JAMES Superintendent: Mr. Roland Roussel Supervisor: Mr. Ellis Roussel	Gramercy Mrs. Betty Portier	Mr. Jean Paul Chap
	Paulina Miss Aimee Brady	Mr. Jean Paul Chap
	Lutcher Elementary Mr. Felix Poche	Mrs. Nicole Chapel
	Vacherie Mr. David Granier	Mr. Jean Vergneres
	Fifth Ward Mr. James Florent	Mr. Jean Thion

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
	Lusher Elementary Mrs. Carolyn Weddle	Miss Veronique Dambricourt
	Habans Elementary Mr. Edward Puyau, Jr.	Mr. Yves Melis
Lancaster, Jr.	Kiroli Mr. Wayne Clark	Mrs. Maryse Rossignol
Robinson	Lenwil Mr. Wamul Owens	Mr. Jean Bontemps
	A. L. Smith Mr. James Rainwater	Mr. Jean Saint-Gilles
	Swayze Mr. Ray Wright	Mr. Thierry Sauer
nd Roussel	Gramercy Mrs. Betty Portier	Mr. Jean Paul Chapelon
ussel	Paulina Miss Aimee Brady	Mr. Jean Paul Chapelon
	Lutcher Elementary Mr. Felix Poche	Mrs. Nicole Chapelon
	Vacherie Mr. David Granier	Mr. Jean Vergneres
	Fifth Ward Mr. James Florent	Mr. Jean Thion

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING AS
ST. JAMES (Cont.)	Romeville Boys Mr. Oscar Garrett	Miss Denise Rey
	Romeville Boys Mr. Walter Williams	Miss Denise Rey
ST. JOHN Superintendent: Mr. Albert Becnel Supervisor: Mrs. Juliette Alford	LaPlace Mr. Donald Savoie	Mr. Serge Lacombe
	Edgard Mr. Roman Labat	Mr. Christian Guil
ST. LANDRY Superintendent: Mr. John Dupre Supervisor: Mr. Clifford Lemelle	Cankton Mr. Leroy Sibille	Mr. Daniel Ankri
	Highland Mr. Harvey Gil	Mr. Jean Legros
	Eunice Elementary Mr. George Joubert, Jr.	Mrs. Anne Legros
	Grolee Mr. Bryant Goudeau	Mrs. Annie Cottin
	Port Barre Elementary Mr. Arthur Giron	Mr. Pierre Mejean
	Courtableau Mr. Nahum Aldridge	Mr. Jean Nayrat
	Creswell Mr. John Joseph	Miss Francoise Del
	Park Vista Mr. Charles Richard	Miss Elisabeth Vi

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
	Romeville Boys Mr. Oscar Garrett	Miss Denise Rey
	Romeville Boys Mr. Walter Williams	Miss Denise Rey
ert Becnel	LaPlace Mr. Donald Savoie	Mr. Serge Lacombe
te Alford	Edgard Mr. Roman Labat	Mr. Christian Guilbaud
n Dupre	Cankton Mr. Leroy Sibille	Mr. Daniel Ankri
d Lemelle	Highland Mr. Harvey Gil	Mr. Jean Legros
	Eunice Elementary Mr. George Joubert, Jr.	Mrs. Anne Legros
	Grolee Mr. Bryant Goudeau	Mrs. Annie Cottin
	Port Barre Elementary Mr. Arthur Giron	Mr. Pierre Mejean
	Courtableau Mr. Nahum Aldridge	Mr. Jean Nayrat
	Creswell Mr. John Joseph	Miss Francoise Delaye
	Park Vista Mr. Charles Richard	Miss Elisabeth Virot

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING ASS
ST. MARTIN Superintendent: Mr. Rene Calais Supervisor: Mrs. Hazel Delahoussaye	Cecilia Primary Mr. C. D. Guilbeau	Mr. Claude Boudesseu Mrs. Brigitte Boudes
	St. Martinville Primary Mr. Nolan Braud	Mr. Arnel Leboterf Mrs. Janine Leboterf Mrs. Brigitte Pochat
	Catahoula Mr. Clifford Durand, Jr.	Mr. Michel Pochat
ST. MARY Superintendent: Mr. Evans Medine, Jr. Supervisor: Mr. Robert Boudreaux	Foster Mr. Gary Snellgrove	Mr. Jean Leroux Mrs. Jacqueline Ler
	Shannon Mr. George Graham, Jr.	Mr. Jean Lebrun
	Wyandotte Mr. Jarield Francis	Mrs. Francoise Lebr
	Charenton Mrs. Jeanne LeBlanc	Mr. Bernard Deles
	Verdunville Mr. James Ina	Mr. J. Raczkiewicz
	Berwick Elementary Mr. Donovan LeBlanc	Miss Francoise Benh
TERREBONNE Superintendent: Mr. Henry Breaux Supervisor: Mr. Albert Subat	Pointe-aux-Chenes Mr. William Colvin	Mr. Francois Dozier
	Grand Caillou Mr. Phillip Gautreaux	Mr. Jacques Fort

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
e Calais Delahoussaye	Cecilia Primary Mr. C. D. Guilbeau	Mr. Claude Boudesseul Mrs. Brigitte Boudesseul
	St. Martinville Primary Mr. Nolan Braud	Mr. Arnel Leboterf Mrs. Janine Leboterf Mrs. Brigitte Pochat
	Catahoula Mr. Clifford Durand, Jr.	Mr. Michel Pochat
ns Medine, Jr. Boudreaux	Foster Mr. Gary Snellgrove	Mr. Jean Leroux Mrs. Jacqueline Leroux
	Shannon Mr. George Graham, Jr.	Mr. Jean Lebrun
	Wyandotte Mr. Jarield Francis	Mrs. Francoise Lebrun
	Charenton Mrs. Jeanne LeBlanc	Mr. Bernard Deles
	Verdunville Mr. James Ina	Mr. J. Raczkiewicz
	Berwick Elementary Mr. Donovan LeBlanc	Miss Francoise Benhomme
ry Breaux Subat	Pointe-aux-Chenes Mr. William Colvin	Mr. Francois Dozier
	Grand Caillou Mr. Phillip Gautreaux	Mr. Jacques Fort

PARISH	SCHOOL & PRINCIPAL	FRENCH TEACHING ASS
UNION Superintendent: Mr. Chiles Carpenter Supervisor: Mrs. Fay Futch	Farmerville Elementary Mr. Horace Nolan	Mr. Yvon Saliou Mrs. Chantal Saliou
	Bernice Mr. Simon Pearson, Jr.	Mr. J. P. Capar
VERMILION Superintendent: Dr. Joseph Kite Supervisor: Mr. Norman Romero	Eaton Park Mr. Marc Harrington	Mr. Alain Poultier
	East Abbeville Mr. Thomas Guidry	Mrs. Joelle Poultie
	Gueydan Mr. Robert Linscombe	Miss Helene Amiot
	Dozier Elementary Mr. Johnnie Suire	Miss Mireille Maire
	Kaplan Elementary Mr. Eston Hebert	Miss Agnes Rouxel
	Maurice High Mr. Jules Duhon	Mr. Pierre Lemoulle
STATE DEPARTMENT OF EDUCATION		Mr. Bernard Trebout Miss Martine Cheve

	SCHOOL & PRINCIPAL	FRENCH TEACHING ASSISTANT
iles Carpenter	Farmerville Elementary Mr. Horace Nolan	Mr. Yvon Saliou Mrs. Chantal Saliou
utch	Bernice Mr. Simon Pearson, Jr.	Mr. J. P. Capar
seph Kite	Eaton Park Mr. Marc Harrington	Mr. Alain Poultier
Romero	East Abbeville Mr. Thomas Guidry	Mrs. Joelle Poultier
	Gueydan Mr. Robert Linscombe	Miss Helene Amiot
	Dozier Elementary Mr. Johnnie Suire	Miss Mireille Maire
	Kaplan Elementary Mr. Eston Hebert	Miss Agnes Rouxel
	Maurice High Mr. Jules Duhon	Mr. Pierre Lemoullec
TION		Mr. Bernard Treboute Miss Martine Cheve

ANNEX K

PILOT PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

COORDINATING AGENCIES

Foreign Language Section - Louisiana State Department of Education

H. B. Dyess - Supervisor

Perry M. Waguespack - Assistant Supervisor

Nicole Chilliard - Assistant Supervisor

Norma Miller - Secretary

Council for the Development of French in Louisiana (CODOFIL)

James Domengeaux - Chairman

Jean-Pierre Landais - Director

Marjorie Wright - Administrative Assistant

ANNEX L

SAMPLE SUMMER PROGRAM

PROPOSED RESEARCH STUDY INVOLVING OUACHITA PARISH FRENCH TEACHERS FROM JUNE 4, 1973 THROUGH JULY 13, 1973

By

PATRICK H. ROBINSON, DIRECTOR

FRENCH PROGRAM

J. O. LANCASTER, SUPERINTENDENT
OUACHITA PARISH SCHOOL SYSTEM
100 BRY STREET
MONROE, LOUISIANA 71201
JANUARY 15, 1973

Problem: Can the average three to six year old child's verbal meaning gains be significantly affected through the teaching of French for three weeks in a Play School Setting?

Method:

Administer appropriate verbal meaning test to the approximately fifty Play School children on the first day of school.

Have a tape made of each child in a provided room in case number order according to alphabetical order. Have French Teacher to say a French word slowly three times and require pupil to attempt to repeat word.

Repeat this process at the termination of Play School period.

Training Period - Five groups shall be assigned to each five French Teachers (Thierry Sauer, Maryse Rossignol, Jean Pierre Rossignol, Jean Fran,cois Bontemps, and Jean Pierre Saint Gilles) for a thirty minute period daily. This should produce an approximate 10 pupils to 1 teacher ratio. Instruction shall consist of oral teaching emphasizing the meaning of French words and utilization of those words on the level of the pupils.

Correlate verbal meaning tests.

Have French Teachers to rate cases according to improvement made in repeating French words during the three week evaluation period subsequent to the three week training period.

Correlate French rating results with verbal meaning results.

Results:

The test results shall be tabulated in an effort to extract central tendency appraisal.

Comparison of the two sets of test (test given at beginning and ending shall be made.

Master tape shall be made consisting of beginning and ending results together in case number order.

Conclusion:

Conclusions shall be made with respect to the results.

FINAL EDUCATIONAL ACCOMPLISHMENT AUDIT FOR A STATE-WIDE PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL

LOUISIANA STATE DEPARTMENT OF EDUCATION
FOREIGN LANGUAGE SECTION
BATON ROUGE, LOUISIANA

SUBMITTED BY

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MAY 5, 1973

I. BACKGROUND

A. DESCRIPTION OF THE PROGRAM

The STATE-WIDE PROGRAM OF FRENCH INSTRUCTION AT THE PRIMARY LEVEL, hereafter referred to as the French Pilot Program, is a program of the Louisiana State Department of Education to implement Act 408, passed by the Louisiana Legislature in July 1968.

Through joint efforts with the Council for the Development of French in Louisiana and the French Ministry of Foreign Affairs, one hundred (100) French teaching assistants have been placed in schools in twenty (20) parishes throughout the state of Louisiana at the frist and second grade levels. Included in the twenty parishes are approvimately five hundred and fifty (550) class sections with an average class size of thirty (30) students, indicating approximately sixteen thousand five hundred (16,500) students involved in the program. In addition, approximately twenty-five (25) sections of grade one and seventeen (17) sections of grade two or a total of one thousand two hundred and sixty children, are utilized as a comparison group for a total student involvement of approximately seventeen thousand seven hundred and sixty (17,760) school children of Louisiana.

The French teachers spend a minimum of thirty (30) minutes per day, per class, instructing in the area of French Language Arts and an additional thirty (30) minutes per day, per class, instructing in related content areas such as mathematics, science, social studies, art, music and physical education.

The major aim of the program is to show that a program of second language learning is both feasible and beneficial to and can fit within the educational priorities of the local school system.

A second objective is to show that a program of second language learning (FSL) is equally beneficial for those children who speak English predominately but whose learning experiences will be reinforced through the French language involvement.

A third and equally important objective is to show that a project of this type will have impact on the learner who is at a distinct educational disadvantage due to the linguistic differences - especially those who do not have a fluent use of the standard English dialect in which the traditional educational program is presented. It is hypothesized that formal instruction in French will facilitate the academic achievement of these children.

To facilitate the beforementioned objectives a program of instruction has been developed. Materials are utilized which were developed by other French language programs notably those funded under Title VII of the Elementary and Secondary Education Act, sponsored by the United States Office of Education.

The focus of this report, summative in nature, is to determine or assess the degree to which the French Pilot Program has been implemented, the processes or techniques utilized, and to review any data which has been accrued relative to its effectiveness. The objectives of the program relate to academic accomplishment in language arts and mathematics as well as the attitude of professionals toward second language learning.

B. ON SITE AUDIT VISITS

1. On-site Observation:

a) French Settlement Elementary School - January 8, 1973. The Auditor observed Monsieur Younick Calmajean, Cooperant Militaire, instruct 4 classes. In the first class, a grade one class, the teaching assistant played a game with the children. They review the parts of the human body as well as naming animals. The regular classroom teacher, Mrs. DIckerson indicated that 14 out of 24 children in the class have a French background. In the second class he worked with numerals and the process of addition. They concluded the lesson by playing a number "bingo". In a grade two class, Monsieur Calmajean taught the numbers and utilized peer leaders to call out the numbers with other children responding. In Mrs. Aydell's gr. three class the teaching assistant taught linguistic structures using the blackboard as he began his class. One child brought a current newspaper from Paris to share with the class. The teaching assistant discussed the headlines with the children. Their instruction ended with a review of telling time in French, with the teaching assistant using a clock face with hands which could be manipulated.

b) Plantation Elementary School, Lafayette - Melle. Brigitte LeSaint - French instructor. The Auditor has spoken with Melle. LeSaint often about the effectiveness of her program. He has observed the enthusiasm and spontaneity of the children under her tuteledge. The auditor was invited to a French Christmas program which was produced by

Melle. LeSaint, with cooperation from other members of the school staff and it was very well received by the parents.

2. Interviews:

The following are anecdotal comments and evaluations of the program by various individuals associated with the program:

Mrs. Martin, teacher, French Settlement Elementary - "parents love it - the children go home and share."

Mrs. Aydell, teacher, French Settlement Elementary - "parents are very supportive - no negative feedback, even from predominantly English speaking families".

Mrs. Lobel, teacher, French Settlement Elementary - "children love French - families that are interested in the school are interested in the French program".

Mrs. Juliette Calford, Supervisor of Instruction, St. John the Baptist Parish School Board - in a written communication with Mr. Homer Dyess, Foreign Language supervisor, dated December 13, 1972, "we are very pleased with the two young men working with us. They work well and diligently. Our community also appreciates them."

Mrs. Robert Kaltenback, parent, Plantation Elementary School - "Winston just loves Melle. Brigitte and he's really learning to speak French!".

Dr. & Mrs. J. D. Cole, parents, Woodvale Elementary School - "James is learning so much French - They're really doing well".

3. Auditor Activities to Date:

October 9, 1972 - Conference with Mr. Homer Dyess, Director, French Pilot Program

November 1, 1972 - Conference with Mr. Tino Ghini, Evaluator, French Pilot Program

November 8, 1972 - Meeting - Director, Evaluator and school district (parish) supervisors

December 18, 1972 - On-site visitation, Plantation Elementry School, Lafayette

January 8, 1973 - On-site visitation, French Settlement Elementary School, French Settlement

January 15, 1973 - All Day conference with evaluator-discussion of interim evaluation, sampling techniques, etc.

February 19, 1973 - Conference with Director - collection of pre-test data

April 2, 1973 - Conference with Director - review of interim data accrued, discussion of program revisions and modifications for 1973-74

May 4, 1973 - Conference with Director - review of post test data and discussion of final evaluation report. Final audit conference

4. Auditor Findings:

a) Primary Mental Abilities Test - pre-tests administered during September and October to experimental and comparison group students. Post tests administered to same groups in April. Pre and post test data analysis available for review and recomputation.

b) French Test - (staff developed) pre-test administration during month of October. Tests have been scored and results analyzed by evaluator. Post test administered during April and accrued data and data analysis reviewed and recomputed.

c) development of a Curriculum Progress Chart - a chart showing linguistic structures to be emphasized and techniques to be utilized continuously from September through April. Resulting monitoring data is described in final evaluation report. Documentation charts reviewed and checked by auditor.

d) development of an evaluation design indicating objectives to be realized by the program, methods of assessing program effectiveness and criterion levels of success. Evaluation design with some modifications has been completely implemented at time of final audit.

e) selection of a sample of experimental and comparison classes to be utilized for evaluation purposes. Data available for sample at time of final audit.

5. Summary:

The auditor has visited several classes and spoken with many people involved either directly or indirectly with the French Pilot Program. The program seems to have been well accepted by the professionals in the local communities as well as the parents of the children involved in the program.

Testing indicated for pre and post measurement of objectives has been accomplished, in addition to a brief outline to guide the one hundred French teaching assistants as to curriculum materials to be utilized, suggested techniques, etc. The designated evaluation design for the program has been completely implemented.

The children in the French Pilot Program have been observed to be enthusiastic and successful in accomplishing academic tasks taught in the French language. They were responsive to the teaching assistants from France and a good learning situation existed.

II. FINAL EVALUATION REPORT AND ANALYSIS OF DATA ACCRUED

The auditor had at his disposal the following information for review and verification:

1. Final Evaluation Report

2. Pre-post test data for the Primary Mental Abilities Test for the first grade administered to both experimental and comparison groups.

3. Post test data for the Metropolitan Achievement Test, administered to the second graders in the experimental and comparison groups.

4. Pre and post test results of the staff developed French Test of Listening Comprehension and Global Understanding, administered to first and second graders in the experimental group.

5. Results of surveys:
   a) superintendents and supervisors
   b) principals
   c) teachers
   d) parents

6. Bi-monthly reports on process utilized for linguistic progression and certain lexical items.

Results for each objective are as follows:

1A. To demonstrate that there is no significant difference in overall achievement in reading and math between experimental and control groups i.e., that the children are in no way harmed in the areas of their promotional subjects by the program.--Evaluation through Metropolitan Achievement Test, post testing of Experiment and Control groups.

1B. Evaluation of 1A - Analysis of post test results of the Metropolitan Achievement Series reflected:
   a) the evaluator utilized a two dimensional analysis of variance to determine effects of treatment and region.

b) no significant difference between experimental and control groups in their overall achievement in reading and math as measured by total reading and total math subscores.

c) no significant differences were noted in total reading between regions, there were significant differences in total math achievement between regions for both the experimental and control groups.

d) the auditor did not run a test for significant differences between regions, but did run a t-test for significance of difference between experimental and control groups.

1) Total Reading
$t = .743$, $df = 37$, $p > .05$
$\bar{x}$ exp. = 59.7
$\bar{x}$ con. = 62.5

2) Total Math
$t = .924$, $df = 37$, $p > .05$
$\bar{x}$ exp. = 45.6
$\bar{x}$ con. = 48.7

e) results of auditor's analysis indicate although the control group fares better in both total reading and total math, this is not a significant difference and this difference could be attributed to factors inherent in the measurement. These results support the findings of the evaluator.

2A. To demonstrate that students in different areas of the State are comparable and that their gains in verbal meaning and number facility will be similarly affected by French Language Instruction. -- Evaluation through use of SRA-PMA, pre and post testing, Experimental and Control groups.

2B. Evaluation of 2A - Analysis of pre-post administration of the SRA Primary Mental Ability Test for the experimental and control groups reflected:

a) the evaluator utilized an analyisis of covariance to establish statistical equivalence of starting points, with the pre test scores as the covariate, and assessed the main effects of region and post test differences in performance between experimental and control groups.

b) no significant difference was noted in Verbal Meaning ($F=1.82$, $p > .05$ and Number Facilty ($F=1.71$, $p > .05$) between the North, Southwest, and Southeast area post test means.

c) analysis of post test means for Verbal Meaning ($F=.92$, $p > .05$) and Number Facility ($F+.76$, $p > .05$) for both the experimental and control groups reflected no significant differences.

d) the auditor did not run a test to determine if differences were significant between regions, but did run several t tests to determine if differences between experimental and control groups were significant on both the pre and post tests.

1) Verbal Meaning (pre-test)
$t = .516$, $df = 66$, $p > .05$
$\bar{x}$ exp. = 32.94, SD = 6.86
$\bar{x}$ con. = 33.75, SD = 3.98

2) Verbal Meaning (post test)
$t = .013$, $df = 66$, $p > .05$
$\bar{x}$ exp. = 36.80, SD = 3.3
$\bar{x}$ con. = 36.78, SD = 3.3

3) Verbal Meaning (diff. scores)
$t = .967$, $df = 66$, $p > .05$
$\bar{x}$ exp. = 5.06
$\bar{x}$ con. = 4.40

4) Number Facility (pre-test)
$t = 1.93$, $df = 66$, $p < .05$
$\bar{x}$ exp. = 15.9
$\bar{x}$ con. = 18.7

5) Number Facility (post test)
$t = .619$, $df = 66$, $p > .05$
$\bar{x}$ exp. = 20.3
$\bar{x}$ con. = 20.8

6) Number Facility (diff. scores)
$t = 1.189$, $df = 66$, $p > .05$
$\bar{x}$ exp. = 4.4
$\bar{x}$ con. = 3.8

e) results of auditor's analysis support the findings of the evaluator:
   - no significant difference between experimental and control groups on verbal meaning pre test, although mean for control group was higher

   - a significant initial difference ($p < .05$) between experimental and control groups on the number facility pre-test, in favor of the control group

   - practically no difference between experimental and control groups on the verbal meaning post test

   - while the control group still performs better on the number facility post test, the experimental group has improved more - no significant difference exists on the post test

   - verbal meaning difference scores showed greater improvement (though not significantly) in the experimental group

   - number facility difference scores showed greater improvement (though not significantly) in the experimental group

3A. To demonstrate that students included in the program will exhibit noticeable linguistic gains in the areas of listening comprehension and global understanding of French. -- Evaluation through modified version of Lafayette Parish French Test of Listening Comprehension and Global Understanding pre and post testing of Experimental group.

3B. Evaluation of 3A - Analysis of pre and post testing of experimental group utilizing a modified version of the Lafayette Parish French Language Facility Test revealed:

a) the evaluator performed multiple t tests to determine if pre to post test changes were positive and signicant

b) the differences between pre and post test means were found to be significant ($p < .005$) and positive for each region (North, Southeast and Southwest) and each section (I, II and III) except for mean differences in Section III for the Southeast area.

This lack of significance was attributed to a low ceiling on Section III of the test and very high pre test scores for that geographical area

c) the auditor analyzed the results utilizing a 2-way ANOVA to determine if difference between pre and post tests, in all three sections for each of the three geographical areas was significant for the experimental group. Results of this analysis are reflected below:

1) variance due to sections (1, 2 or 3)
$F = 5.5$, $df = 2,120$, $p < .01$

2) variance due to geographical area (N, SW, SE)
$F = 9.79$, $df = 2,120$, $p < .01$

Mean Difference Scores

Sections of Test	I	II	III
Geographical Area			
North	8.6	1.88	1.25
Southwest	6.6	2.35	1.54
Southeast	4.86	1.57	.57

d) results of auditor's analysis reflect mean differences between pre and post test for each section of the test, in each geographical area to be significant at the $p < .01$ level (evaluator finding - $p < .005$ level). This is supportive of the evaluation findings.

4A. To demonstrate that students participating in the program can exhibit minimal oral proficiency and mastery of both structure and lexical items in French within the confines of the amount of language presented. --Evaluation through in-house instruments developed by the French Educational Consultants and the Foreign Language Section of the State Department of Education to measure progressive bi-monthly structural and lexical French language objectives attainment, as set forth in the project instructional program.

4B. Evaluation of 4A - A progressive bi-monthly evaluation of structural and lexical items is obtained by utilizing a staff developed three page questionnaire completed by the French teaching assistants. Although the objective above does not state a particular criterion for successful achievement, it has been noted by the project that "most of the structures contained in the progression were introduced, while certain lexical items were not, but additional vocabulary of greater interest to the child was substituted". Estimates by French teaching assistants reflected from 10% to 80% of the students comprehended and could utilize the linguistic structures, depending on the structures taught, and from 30% to 90% could understand and utilize the lexical items, depending on the particular vocabulary being taught. It was noted by the auditor in reviewing this data, that without failure, a larger percentage of the students comprehended the lexical items as opposed to the linguistic structures being introduced in the same lesson. Data on this objective was available only through February and even then, especially for the last 2 months, was reported by only a limited number of teaching assistants.

5A. To assess the attitude of the educational community toward a second language instructional program in the primary grades. --Evaluation through poll-type surveys of anonymous response, administered to the participating parish Superintendents, Supervisors, Principals, and classroom teachers.

5B. Evaluation of 5A - To accomplish the evaluation of this objective, a survey was sent to superintendents and supervisors, principals and teachers involved in the French Pilot Program. The evaluator reports that:

	Evaluation Data			Audit Sample
	Sent	Received	Tabulated	Tabulated
Superintendent				
Supervisors	39	31	28	10
Principals	80	71	65	17
Teachers	545*	350	290	73
Gr. 1				40
Gr. 2				24
Gr. 3				6
Others				3

* Approximate figure

The auditor selected every fourth survey of each of the previous types for reviewing and tabulating data.

The results found by the evaluator were substantiated by the auditor. Suggestions and/or criticisms made by the personnel on the surveys included:

Superintendents and Supervisors -

- The program is very good but I would like more small group instruction to meet needs of individual students.
- Students are going home and talking to their parents about the things they do in their French class. This shows interest.
- The French program helps the children to learn how to pay attention and practice self-control - self-discipline.
- Too much imposition on personnel not connected with program.
- First grade teachers felt too much time devoted to French.
- Reduce child exposure time by ½.

Principals -

- Strongly recommend that it (the program) continue.
- Children highly interested.
- We are priviledged to have a very fine person(the French teaching assistant) to teach French.
- It takes time that I think should be used for other areas.
- I would rather see the program at second and third grade level - or limit to first graders who have no English language difficulties.
- Excellent!!!

Teachers -

- (French teaching assistant is) A very sweet, soft spoken person, a pleasant disposition, who is liked by all of the teachers and children - she gets to all of the children who are learning the French and they are all excited about it.

- We have only 3 half hour sessions a week - the children would benefit more by lessons every day.

- I think the program is working great in our school. I hope it continues for many more years.

- I feel our program would be more effective if our French instructor were trained in elementary education.

- The children in my class have no interest and are learning very little.

- One hour per day is too long a period for first graders. My class has lost out on basic teaching because of a lack of time due to an hour per day spent on a French lesson.

Statistically, there is overwhelming support indicated for the French language program. The above quotations by various professionals reflect the range of attitudes - from whole hearted, complete support and praise, to guarded, limited support, to rejection of the program. There are various factors affecting these attitudes, among which are personality of teacher and administrator, flexibility in curriculum and personality and ability of the French teaching assistant.

6A. To assess the attitude of parents whose children are participating in the program. --Evaluation through a State-wide poll-type anonymous response survey of a randomly-selected parent sample.

6B. Evaluation of 6A - To assess the attitude of parents of children involved in the French language program, a survey was sent to parents requesting their response to certain questions. The auditor has selected a sample of these surveys as follows:

	Evaluation Data			Audit Sample
	Sent	Received	Tabulated	Tabulated
Parents	990	284	248	59
Southeast				7
Southwest				47
North				5

Review of data reflects substantial enthusiasm and support for the French language program, verifying the evaluator's findings. Comments by parents included:

- I am very grateful that my child has the opportunity to learn this other language because I did not have the priviledge - Thanks!!!
- Extend it (the program) to all schools and grades 1-6.
- Keep up the good work!!!
- It would be helpful if the parents were supplied with the lesson plan for the French class.
- This program is very good because my child is learning very well, but I think the French teacher should speak English in order to communicate and discipline the children more.
- The people of Louisiana should grasp every opportunity available, especialy here in Acadian country, to bring back in our midst the most beautiful language in the world - we are all for it.
- I think it should be concentrated in the junior and senior high school.

7A. To assess general project climate and on-site program implementation.-- Evaluation through personal interviews of project staff and personnel during on-site visits.

7B. Evaluation of objective 7A - In reviewing the evaluation report to determine accomplishment of this objective, the auditor finds limited information in the INTRODUCTION AND GENERAL FINDINGS. Specific data as to project climate and program implementation is limited to a few general statements. It is suggested, if this objective is to be utilized, more objective, quantifyable methods for determining product achievement be deduced.

Summary:

A review by the auditor of data accrued for program objectives indicates verification and substantiation of the evaluator's findings. Objective 7 is limited in data accrued and should be rephrased so as to allow for more precision through objectivity and quantification.

III. AUDITOR RECOMMENDATIONS

A. Curriculum - Methodology

1. Those items in the current program, structural and lexical, which are too difficult for student achievement should be deleted for the 1973-74 program. Perhaps it would be advantageous to review the curriculum, both materials and the stated progression to determine their meaningfullness and usefulness.

2. Some teaching assistants are limited to only 30 minutes a day per class for French instruction. With the itinerant nature of the program, by the time the teaching assistant sees that English materials are put away and French materials are brought out or handed out, from 5 to 10 minutes have been lost, leaving 20 to 25 minutes for instruction. It is suggested that perhaps fewer classes be serviced by the teaching assistant and more time be allowed to these classes where instruction is occurring.

3. If only 40% to 50% of the students are achieving the structural and lexical items presented, some allowance must be made for the slower learners. It is suggested some sort of grouping technique be devised for the coming program which would allow the more capable linguists to progress, whereas the slower students will have a chance to re-enter, review or repeat those skills they did not understand when initially presented.

4. Regular classroom teachers should be encouraged to participate in the French instructional program. Although documentation indicates these teachers are in the room during French instruction and are cooperative, they should be more involved. Perhaps support-type activities could be developed which the classroom teacher could utilize at times other than during the regular French instructional program, thereby reinforcing knowledge gained and adding depth to the French instructional experience. Regular classroom teachers should be given some type of information related to the French curriculum which would enable them to follow the instructional process and perhaps enter in or team teach with the French teaching assistant.

5. A planned program for parent involvement seems to be a must from parental responses. They want to know what students are doing in class, they want to be a part of it, they want to help at home. Periodically, materials (newsletter, etc.) should be published to inform parents of program progress.

6. Is it possible to correlate the French program more highly with English instruction to facilitate the role of the regular classroom teacher in helping to plan the French program and allow for the good learning practice of one reinforing the other.

7. Every effort should be made to select individuals for the position of French teaching assistant who have had training and experience in working with younger children. If this is not possible, they should have a willingness to work with younger children and some type of pre service training should be offered to facilitate his or her performance in this teaching situation.

8. A more concise method of obtaining information related to interim progress on linguistic structures and lexical items must be devised. This might be in the form of a booklet containing progression - then a copy of the bi-monthly (preferably monthly) report form. This might be printed in English as well to facilitate classroom involvement

B. Evaluation

1. Interim or process objectives should be developed to give a clearer and more concise picture of program progress. The interim data presented for objective 4A is both inadequate in it's format as well as scope. Process must be identified related to all product objectives and methods of monitoring established.

2. The French Test must be revised and extended. Students were ceiling-out on the pre-test, which of course does not allow for the reflection of too much progress on the post test. Part III should be reanalyzed to determine its validity. There is some question as to the value of this section.

3. In-service training should be given to teachers in administering and scoring of standardized tests. Numerous errors were noted by the auditor in scoring of tests and recording of raw scores. Although 1 or 2 points does not seem significant, if multiplied by several hundred times, the values do become significant. Supervisors should be present in the classrooms when tests are being administered and if possible tests should be scored at a central location by trained technicians. It might be possible to select standardized tests which can be machine scored. If this is considered, an allowance for this should be included in the budget.

4. The test results should be better organized with better identification. Names should be written on the test answer sheets (some teachers did not have names on the French test!) as well as each packet of test booklets returned to the Foreign Language section for overview should have a standard cover sheet indicating school, parish, teacher, number of children, whether pre or post test results, etc. One system of checking tests should be proposed and followed. The auditor found in reviewing the completed tests a great deal of variance in the way in which tests were marked, identified, etc.

5. Review survey questions to determine if they are ap-

propriate and/or necessary. These surveys were long and, in some instances, supervisors and superintendents seemed overwhelmed by this length and unable to complete the survey! On the parental survey, some confusion seemed to exist between items #5 and #6. In some instances, the auditor noted a discrepancy in answering #5 "yes" and then #6 "no". It is supposed they do not identify French as a "second language". Item #7 then asks what "other" language they would like their children to learn besides French? This indicates another language could be considered a second language! Naturally they are going to respond No on item #6 when they think of their child as learning English, French and German or Italian at one time!

6. A summary of the final evaluation should be sent to teachers and administrators reflecting the positive findings in regard to the gains made by the experimental group as compared to the control group and the equivalency of their status at year end. This should allay fears expressed by loss of instructional time in reading, language arts and mathematics.

IV. REVIEW OF PROGRAM MODIFICATIONS

As indicated in a conference with the program director on April 2, the following modifications of the 1972-73 program will be made for the 1973-74 program:

1. Expansion of services offered -
   a) it was not yet decided whether a heavier concentration of effort will be made at the second grade level (horizontal expansion) or at the third grade level (vertical expansion). The number of classes or schools included was not mentioned.

   b) an adult education component was added.

2. An educational program for professionals was to be incorporated in the program including (a) work in the area of teaching English as a second language (2) a program encouraging secondary teachers to obtain elementary education certification and (3) a program for elementary teaching certification.

3. Expansion of staff - an additional 150 Teaching Assistants from France will be included in the 1973-74 program for a total of 250 teaching assistants from France.

    a) an addition of 3 bilingual specialists to supervise the dissemination of materials as well as feedback to the various parishes. They will also be responsible for collecting data from the parishes and summarizing this information for evaluation purposes.

    b) additional clerical workers are to be employed to handle the large amount of correspondance necessary for a statewide program.

    c) a full time coordinator is to be funded for the program for 1973-74.

4. Budget -

    a) corresponding increases would be necessary for the expansion of the program, the additional staff necessary as well as training for some staff members

    b) salary increases for the teaching assistants from France has been included

    c) with the increase in the comprehensiveness of the program, as additional expenditure is involved in the evaluation and auditing of the program

    d) corresponding amounts for transportation of teaching assistants from France is included in the budget for 1973-74, in addition to travel expenses for professional staff members to attend training programs, as well as in state travel for the 3 new supervisors

    e) additional fixed charges were increased due to the increase in the size of the staff, such as insurance costs

This expansion, providing for greater direction for and supervision of the teaching assistants from France should enhance the effectiveness of the Pilot Program of French Instruction in the Primary Grades for 1973-74.